

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

# **THE *Nation's Schools***

**Illinois Overthrows Immunity Doctrine**

**Can Success in Teaching Be Predicted?**

**Education for Work Benefits All**

**Classrooms in Clusters Have Homelike Atmosphere**

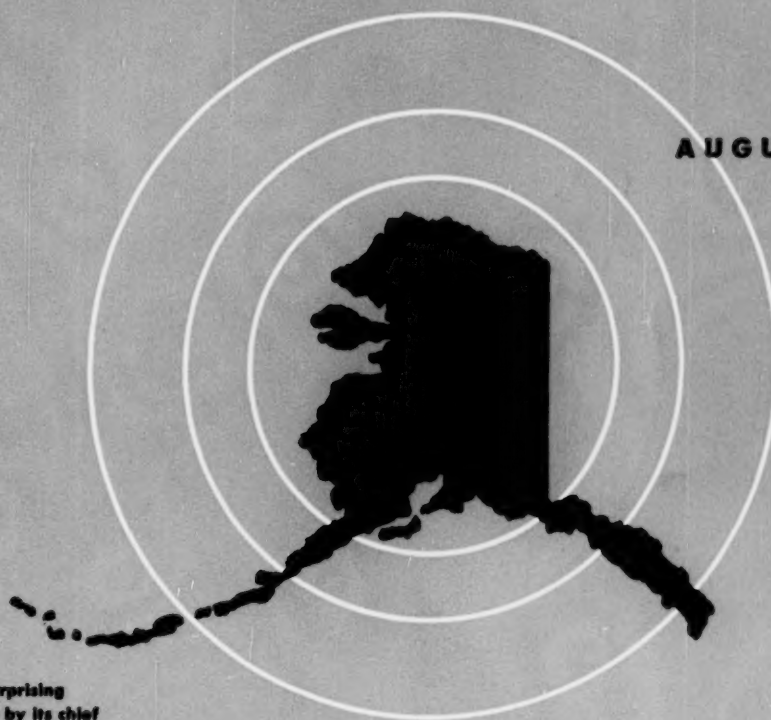
**Nation's Teachers Debate Segregation**

**Teacher Speakers Aid Townspeople and Schools**

**Conditions Improve for Custodial Staff**

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**ALASKA** has a surprising school story, told by its chief administrator in an interview (p. 30).

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# THE *Nation's Schools*

AUGUST 1959

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

Vol. 64 No. 2

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# THE Nation's Schools

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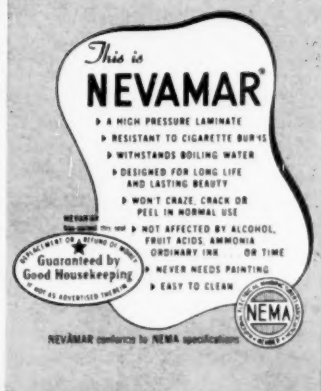
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**First draw from hat elects new superintendent. . . Let's have certification for administrators in every state**

By CALVIN GRIEDER, professor of school administration, University of Colorado

**How to pick a superintendent.** The following item, excerpted verbatim from one of our western newspapers, tells how a new school district formed from two former districts settled the question of who would be the superintendent:

"Earlier it was the unanimous decision of the board that the names of Lloyd and King [the superintendents of the two districts organized into one district] be placed in a hat and whose name was drawn out first would be hired as superintendent and the remaining name be hired as principal.

"At the drawing, Lloyd's name was first, then King's, and the board unanimously accepted the decision." (Lloyd was employed at \$5500, King at \$5400.)

**National reciprocity for administrators.** When the Iowa State Board of Public Instruction at the end of last year approved a policy on national reciprocity in teacher certification it erected, as far as I know, a milestone in the certification of administrators.

National reciprocity in teacher certification is not original with Iowa, for it is the ninth state so to provide. The other states are Florida, Georgia, Kentucky, Missouri, Pennsylvania, Utah, Vermont and West Virginia.

Extending the policy to cover superintendents and principals does break new ground, and it may set a pattern for others to follow. In most states there is no administrator's certificate. Reciprocity must necessarily hinge on the policy covering teachers' certificates.

It has always seemed strange that on big city jobs state certification requirements never seem to prevent a board from getting the man it wants, no matter what state he's from. This is a kind of reciprocity, albeit informal or maybe surreptitious.

The A.A.S.A. and the state associations of school administrators might well embark on a more aggressive campaign for (1) state certification of administrators, and (2) national reciprocity along the lines that Iowa has adopted. The text of the Iowa policy is:

"Graduates with bachelor's degrees of colleges and universities outside Iowa, which at the time of the applicant's graduation are fully accredited by the National Council for Accreditation of Teacher Education, shall be eligible for a regular teacher's certificate covering the area or level of teaching for which the candidate is recommended by his preparing institution and which is supported by the transcript provided by the institution. This policy applies only to the applicants who have graduated from the regularly approved teacher-education program that is specifically accredited by N.C.A.T.E. This policy relates also to the certification of school service personnel such as superintendents, principals, supervisors and school psychologists, provided the minimum level of graduate work specified in Iowa's standards is attained."

Some may ask why national standards for certification are not to be sought, rather than a more cumbersome state program incorporating the reciprocity feature.

While national standards would have some merit, I would still strongly prefer state certification in harmony with the concept of state responsibility for education. There is still a place for individual state preferences in the absence of definitive, final and authoritative criteria for certification. I would deplore a national certificate program as contributing to the erosion of state responsibility in education.

**Less paper work, fewer meetings.** In cogitating plans and problems of the

upcoming school year, superintendents and principals could do worse than set as a goal the reduction of paper work and meetings to "an irreducible minimum."

I am convinced that most of the paper work carried on in big organizations is unnecessary. One never, no never — well, hardly ever — hears of any paper work being cut out. As someone has said about the overcrowded curriculum, it's like the rabbit responding to an invitation from Mr. Fox: All the tracks lead in and none leads out.

Multiple copies of reports and proceedings, the filing of letters and carbon copy answers, minutes of innumerable committee and study groups, etc., etc. — most of these could be abolished and nobody would be the worse off. Better off, probably. Think of the man-hours wasted in writing, transcribing, typing, mimeographing, and reading the d... stuff. And the filing space taken up for what is mostly useless!

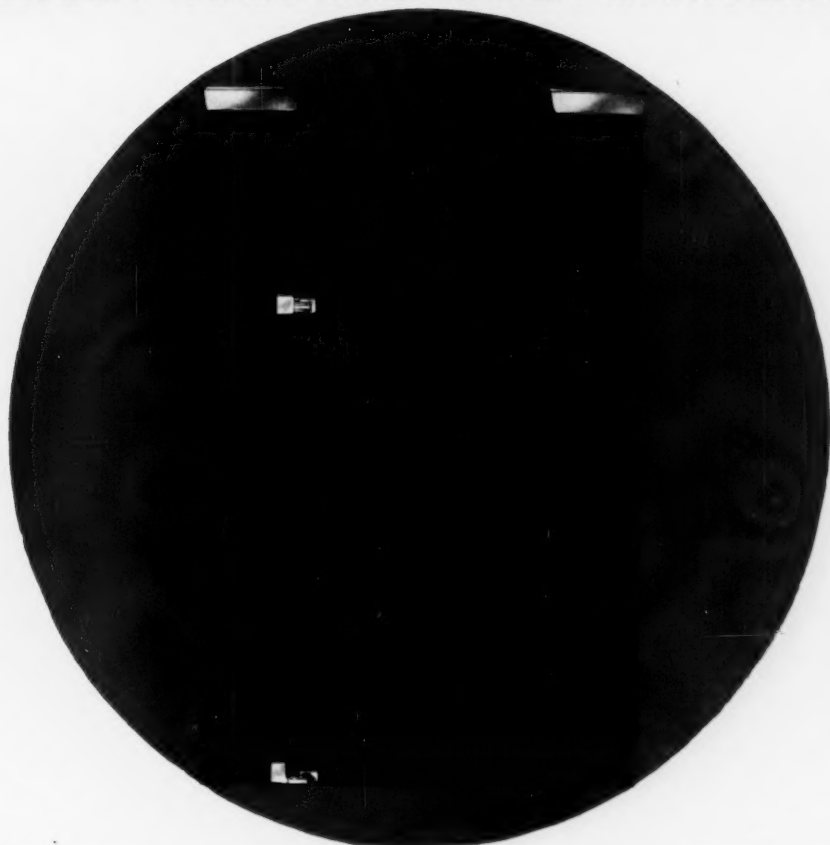
To meetings the same hard-eyed scrutiny ought to be applied. One of the most frequent complaints from teachers continues to revolve around "too many meetings" and "too many organizations." Other groups of school personnel feel the same, I'm sure. When someone organizes yearbook advisers and assistant deans of girls, the natural sequel being regular monthly meetings, reports and all the other paraphernalia of organization life — well, let's call a halt in the name of common sense.

The man-hours per year spent in required and optional (but recommended) meetings at all levels of school system service must be astronomical. It would be interesting, really exhilarating, to raise such questions as these about paper work and meetings:

Is this [paper work or meeting] really necessary? Is it highly advisable? What good may, or is likely to, come of it? Will it serve any good purpose — and what is it? Will it hurt our school or school system if it isn't done, and how will it hurt? Or will it hinder what we are trying to do, and how?

Instead of following the line of least resistance, which most meetings and paper work belong to, let us get hard-boiled just for one year, and see what happens. It would be a really refreshing reversal of form. It would no doubt enhance the staff's affection, admiration and respect for administrators who did it. (Cont. on p. 8)

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State department annual reports have degenerated. Soon the annual or biennial reports of chief state school officers and state departments of education will be coming off the presses. This is one kind of paper work which in these latter days has degenerated from the examples set by such luminous educational statesmen as Horace Mann and Henry Barnard.

Too many reports today are mere compilations of brief reports by department or bureau heads, combined with state statistics of school systems.

Few include anything remotely comparable with Mann's classic re-

ports, which are still read with interest, appreciation and profit today, more than a century later. How many state reports of today will be read even in their own states 10 years from now, let alone a hundred!

Of course, it would be unreasonable to expect all our chief education officers to match up with Mann or Barnard. However, we ought to be able to spot one once in a while who approaches or equals them.

Are they all too busy to get out good reports? Mann was a very busy man — and he got around to far more Massachusetts schools by horse and

buggy than most state superintendents and commissioners do now by car and plane.

Are they so close to the trees that they can't see the forest? Are they so bogged down in endless minutiae that they cannot even see, much less think deliberately and critically about the major problems of state educational service and its improvement? Are they of so limited vision, sometimes politically colored, and so remote from the grass-roots that they are unable to interpret convincingly to the man in the street the goals, achievements and needs of the state school system?

At the state level is done probably the poorest job of all of interpretation. Do chief state school officers as a group — with individual exceptions, of course — tend too much to play it safe, and refuse to exercise the statesman-like and inspirational leadership that comports with their exalted office?

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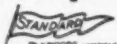
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## Letters to the Editor

### Article Published in Indonesian Translation

Dear Editor:

You may recall that in March 1958 we requested permission for republication of Leo E. Buehring's article "New Pattern: Community Schools," published in the January 1958 issue of *The NATION'S SCHOOLS*. Permission was granted, and reprints of the article were sent to our offices in foreign countries for distribution and further republication by the U.S. Information Service and the foreign press.

You will be interested to know that Spanish translations of the article were published in the August 1958 issues of *Informaciones*, published by our office in Buenos Aires, and *Ojos y Oidos del Maestro* (Eyes and Ears of the Teacher), published by our office in Santiago. *Informaciones* has a circulation of 40,000. *Ojos y Oidos del Maestro* has a circulation of 14,000.

An Indonesian translation of the article appeared in *Aneka Amerika* (America Miscellany), a monthly published by the U.S. Information Service in Djakarta. *Aneka Amerika* has a circulation of 124,000. — GARRETT K. SIAS, chief of the news and features branch, Press and Publications Service, U.S. Information Agency, Washington, D.C.

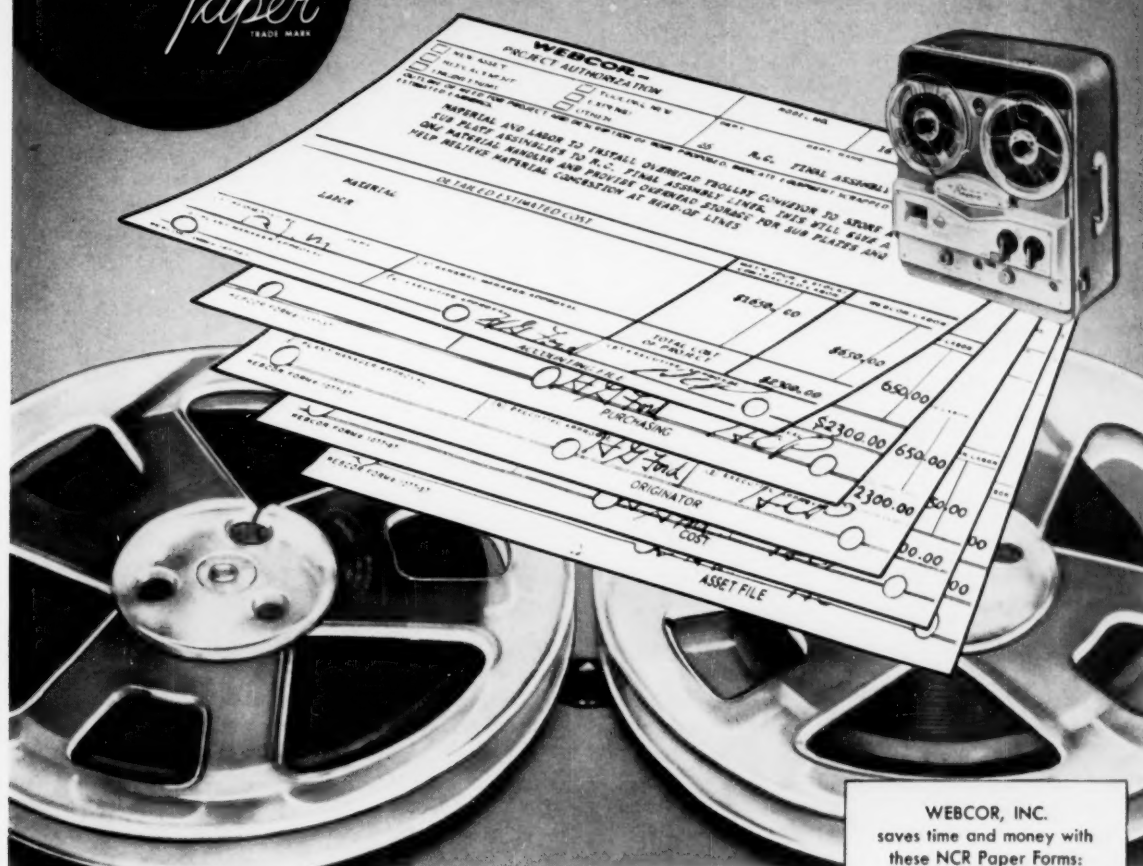


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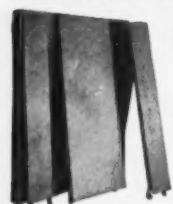
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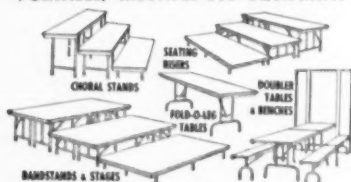
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## Redistricting Overcomes Handicaps in Colorado

Dear Editor:

Members of the staff of the Colorado State Department of Education have read with interest Leslie L. Chisholm's article in the April issue of *THE NATION'S SCHOOLS*, "State Financed Programs Handicap Reorganization."

We were particularly interested in the statement on Page 77 showing the rank of the various states on reorganization of school districts in their relation to factors encouraging redistricting. The statement is made that Colorado (being one of five states listed in which no finance factor was considered as encouraging reorganization) is a state in which a lesser amount of redistricting has taken place. This is a good theory, but hardly borne out by the facts pertaining to Colorado.

Of course, we recognize the difficulty in any article of this sort to have data which are absolutely current.

In spite of several factors which act as barriers to redistricting, under our school district organization act of 1957, which is a voluntary and permissive law in every sense of the word, we have reduced the number of school districts in Colorado to 682.

But it is not alone in reduction of number of districts that we take pride. We are more happy that the 42 new districts formed out of the almost 300 former districts are new ones which are "unified" in that each of them offers a complete program of education, Grades 1 to 12, under one administration. Each district will have at least one person engaged full time in administrative and supervisory services.

Under this law we have held 45 elections and have carried a majority in 42 of the 45. This brings to 25, out of a total of 63, the number of counties completing plans of reorganization; 11 counties are partially reorganized. On the "drawing boards" at this time the county school planning committees envision reorganizations, most of which we believe can be accomplished successfully; this will reduce the number of districts ultimately to 170. Ninety per cent of Colorado's children would then be in districts having more than a thousand school population. This situation may exist regardless of the 21 mountainous and sparsely settled counties in Colorado which have less than a thousand school children in the entire county.

We agree to some extent with the thesis developed in Dr. Chisholm's article that school district reorganization would proceed more easily if more encouragement were given. But, we have seen counties in Colorado which have as many as 21 of the 23 possible factors tending to discourage reorganization go ahead and reorganize successfully in spite of these adverse factors. Rather than spending too much time worrying about factors of adversity, it would be better for those people engaged in school district reorganization to get people to agree upon the most important factor necessary to reorganization, namely, that an adequate school district (and no other kind should exist) is one that will provide on its own resources a well rounded program of education and educational services for the most valuable resource our community has, our children. — H. GRANT VEST, *Colorado Commissioner of Education*.

## "Inasmuch As Education Has Many Controversies"

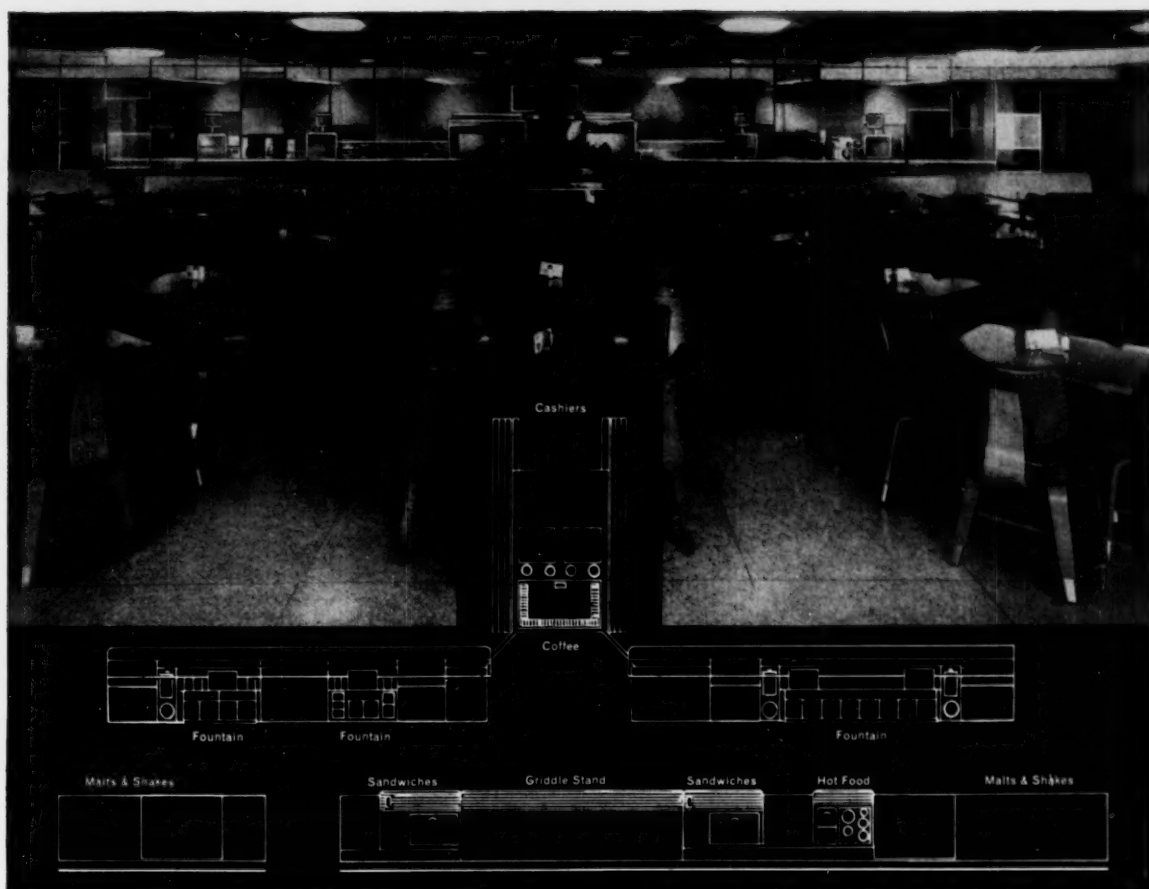
Dear Editor:

Thank you for the June issue of your beautiful magazine and for the nice things you say about *Controversy*. I most sincerely hope we can live up to the best that you expect from us.

I am enclosing the current issue and an advance copy of No. 3, which goes on sale the 21st of this month [July]. You may be especially interested in a title in No. 3, "Is Public Education Worth the Price?" — Yes, by Dr. Joe R. Burnett and No, by James A. Dunn. No. 4 [August], which has just been put to bed, contains two titles of special interest: (1) "Progressive Education" — *pro*, by Dr. Charles A. Bucher, and *con*, by Dr. Mortimer Smith, and (2) "Should We Teach Religion in Our Schools?" — Yes, by Frank Zdy, and No, by Jack Roland Coggins.

Not every issue will contain an article in the field of education, but inasmuch as there are so many controversies in this all-important field, it is likely that most issues will have at least one such article.

Again, thank you for helping to breathe life into the new baby. If by chance there is an area in which you think it is important to do a thorough airing job, or some subject on which you would like to write for us, we will welcome your interest.—MARG PULIS, *editor, Controversy magazine, Oakland, N. J.*



Ball State Teachers College, Muncie, Indiana

## Fast Food for College, High or Grade School Students

This double-duty installation at Muncie, Indiana, tops the class for versatility — a 38'-4" divided soda fountain, plus 64'-2" of efficient food service equipment. Traffic moves fast from both ends to the middle, and out past two cashiers.

The only tray slides are those along each side of the check-out projection. Fountain items, and foods from back-wall facilities, are placed upon trays either carried or pushed along the stainless-steel counter tops. Tables across the room from service line may be quickly cleared to provide a large open space for after-hours entertainment and social functions.

With its modern, colorful Formica counter-fronts, and

complete and quickly accessible individual units, this unusual grouping of the world's finest equipment is equally applicable to high schools and elementary schools . . . further proof that Bastian-Blessing excels in fountains and food service . . . *either individually or combined.*

Full facts about the many exclusives in Custom-Modular® cafeteria lines with *continuous* stainless-steel tops . . . in the world's finest fountains . . . and helpful planning assistance, are quickly available to you and your architect.

Write . . . The Bastian-Blessing Company, 4205 W. Peterson Ave., Chicago 46, Ill., Dept. 17-H



*Student's-eye view, from right.* Wall equipment includes: 11'-2" griddle stand; 6'-0" and 4'-0" sandwich units; VaporMatic® food warmer; roll warmer; three refrigerators; shelving; work tops; etc. Fountain equipment includes: 8'-0" Twin-Serv Fountain; 4'-2" Fast-Serv Fountain; 3'-6" soda unit; two refrigerators; four draft stations; etc. Lowerators for cup-baskets at urn-stand are heated.



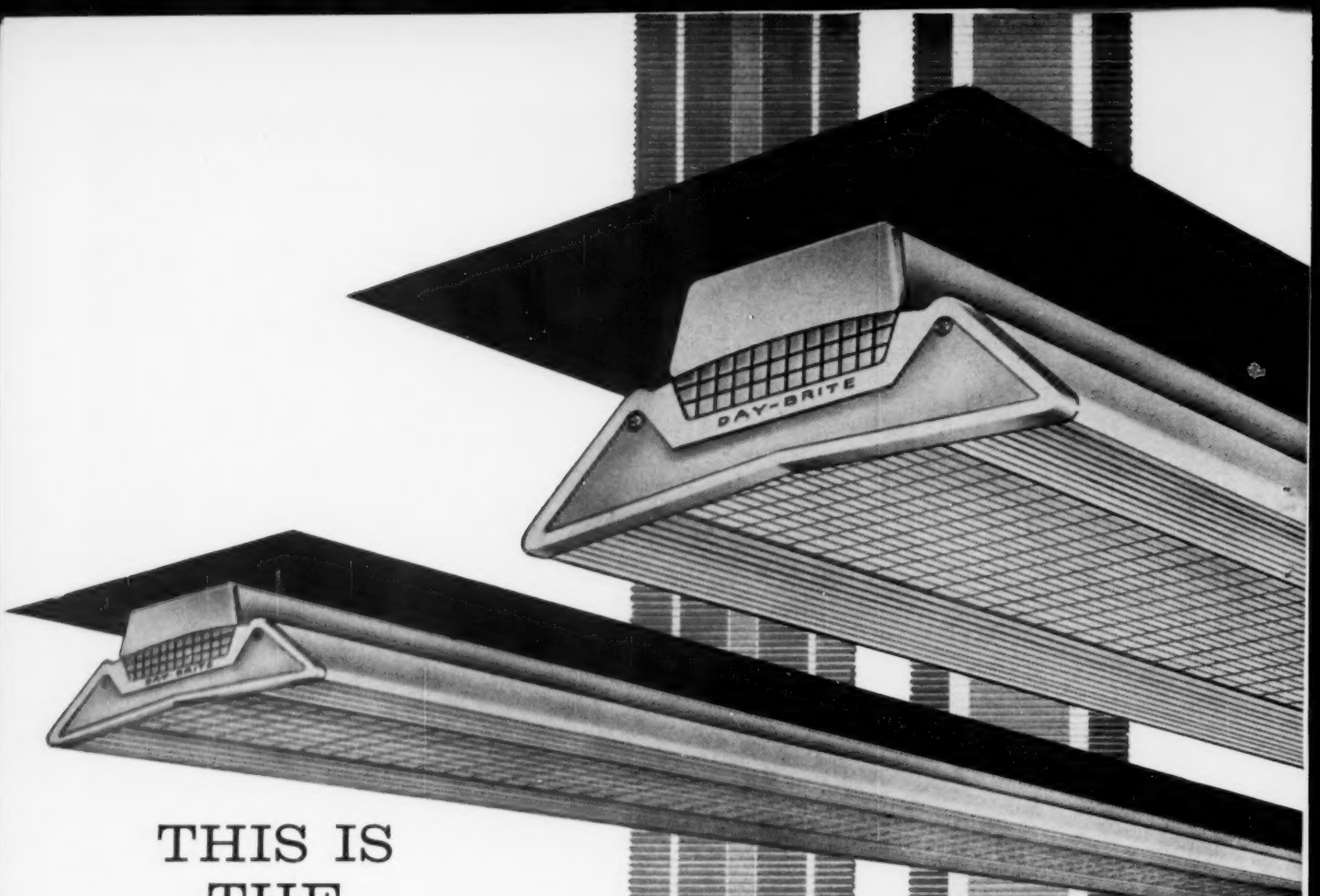
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CAFETERIA AND FOUNTAIN-FOOD EQUIPMENT FOR SCHOOLS, INSTITUTIONS  
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## THIS IS THE FAIRVIEW

New 8-foot lighting value by Day-Brite.

With one-piece, metal-framed enclosure of X-5 plastic.

Exclusive **CLEARTEX®** panel for low brightness.

Upswept sides for soft gradation of light on ceiling.

Separable hinges for one-man servicing.

Clean, crisp design complements any interior.

FAIRVIEW offers all the visual comfort, quality features, and ease of installation and maintenance you expect from Day-Brite . . . at about half the price you'd expect to pay!

Applications include schools, offices and stores. Surface or suspension mounting. Available for 8-foot Slimline or 4-foot Rapid-Start lamps. For more information on FAIRVIEW, call your Day-Brite representative listed in the Yellow Pages. Or write Day-Brite in St. Louis. Day-Brite Lighting, Inc., 6260 N. Broadway, St. Louis 15, Mo.; 530 Martin Ave., Santa Clara, Calif.





***If you enrolled here  
this winter...***



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***you'd soon learn the advantages of***

## **CHROMALOX Electric Heat**



These Fourth Graders have a perfect environment for learning. The Chromalox Electric Unit Ventilator System automatically provides heating, fresh air ventilating and cooling to maintain preset comfort levels. Chromalox Electric Baseboard Heaters eliminate cold window down draft. Time clocks automatically reduce temperature at night, weekends and holidays.

Each classroom, office space, entranceway and corridor is controlled by its own thermostat.



Now it's a cafeteria . . . in minutes a gymnasium or auditorium. Chromalox Electric Auditorium Type Unit Ventilators quickly provide uniform heat, ventilating air or cooling for each occasion.



When the original six rooms were constructed in 1950, electric heating wasn't available for this school. For the new nine room addition, Chromalox electric heat was chosen as the safest, cleanest, most efficient and economical system. Last winter's performance has more than justified the choice.

If you will make an accurate comparison of all heating methods . . . you too will soon know the advantages of Chromalox Electric Heat.

**SAFE**—Chromalox Electric Heat eliminates hazards of fumes and flames. Nothing to leak out or blow up.

**CLEAN**—No soot. No blasts from dirty ducts. No greasy films. No leaky pipes.

**AUTOMATIC**—Nothing to shovel, pump, pipe or store.

**ECONOMICAL**—No chimney. No boiler. No boiler room. No pipes or ducts. (Total cost of this school addition is \$4 a square foot lower than the average of 50 other new Indiana schools.) In addition, it's economical to operate. Little maintenance. Practically no custodial time. No wasted heat.

You won't have the full story on modern heating methods until you've read "The Dollars and Sense Story of Electric Heat." Send for a copy today.

Architect—Johnson, Ritchhart & Associates

Power Company—Indiana & Michigan Electric Company

Engineer—Hannan, Meek & Cordill

9-1805



# Radiant Ceiling News

With Burgess-Manning Ceilings — Your Building Is Better — Your Building Budget No Bigger

## Fuel Cost Lowered, Sickness Absenteeism Reduced... with Radiant Acoustical Ceiling

In 1955, when architects Beatty and Berlenbach recommended a Burgess-Manning Radiant Acoustical Ceiling for the proposed West Middle Island Elementary School of Middle Island, N. Y., the Board of Education of the Union Free School District was frankly sceptical. Only after making an inspection tour of a number of installations and hearing the enthusiastic reports of owners and occupants, were they convinced that such a ceiling could be feasible and practical.

In due time the West Middle Island Elementary School was completed, with its Burgess-Manning Radiant Acoustical Ceiling installed.



The results—the following excerpts from a letter by Donald H. Fingar, School Board President, written after a year of operation, will tell the story:

"The system has been efficient, fast, and flexible of control with no uncomfortable areas. Our fuel consumption has been substantially less per cubic volume than neighboring schools with 'modern' radiant convectors. — Our kindergarten conducts games and rest periods on the floor, a concrete slab, with no apparent discomfort. Our incidence of lost time due to colds and other respiratory troubles has been considerably less since moving from a building with radiant convectors to our present Burgess-Manning installation.

We believe this to be the ultimate in heating and acoustical comfort —"

Our thanks to Mr. Fingar, — any additional comment would be superfluous.



### Radiant Acoustical Ceiling Basically Simple In Design

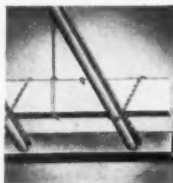
Considering the triple function performed by the Burgess-Manning Radiant Acoustical Ceiling, its construction is amazingly simple and compact, and is easily erected. It consists of only 4 major parts.

#### 1. Suspension Grid

The suspension grid of  $1\frac{1}{2}$ " channels on 4 ft. centers is not unusual.

#### 2. Water Circulating Coil

The grid type coil is made from pre-fabricated headers to which  $1\frac{1}{2}$ " laterals are welded. A sinusoidal type coil can be used where conditions make it desirable. It hangs from the suspension grid.



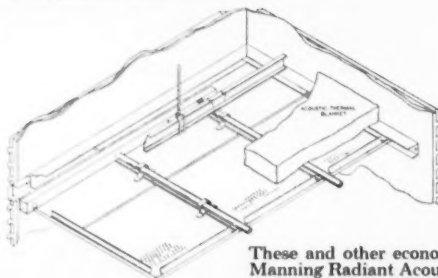
#### 3. Acoustic-Thermal Insulation Blanket

The non-combustible sound-absorbing blanket, with the required noise reduction coefficient, is laid on top of the suspension grid.



#### 4. Snap-On Panels

Heavy gauge perforated aluminum panels of the proper thermal conductivity are attached directly to the water circulating coil.



This isometric drawing shows all 4 parts assembled — a relatively simple construction that replaces the conventional radiators, or hot air ducts used for convectional type heating, and that permits reduction in size of air handling equipment such as blowers, fans, coils, filters, etc.

These and other economies permit installation of Burgess-Manning Radiant Acoustical Ceiling at a cost equal or lower than would be paid for various combinations of convection heating and air cooling, plus a suspended acoustical ceiling.

Write for descriptive  
Burgess-Manning Catalog  
No. 138-2N



**BURGESS-MANNING COMPANY**

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5970 Northwest Highway, Chicago 31, Ill.





## Too precious to lose...protect them with GLOBE Sprinklers!



Modern Globe Sprinkler can be installed flush against ceiling . . . does not detract from architectural lines nor distort lighting with shadows.

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COMPANY**

Don't jeopardize precious young lives and critically needed classrooms with school fire protection that is antiquated or inadequate! The National Fire Protection Association strongly recommends automatic sprinkler protection for all school buildings of combustible construction and also to protect hazardous areas in buildings of fire resistive construction!

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At no cost or obligation an experienced Fyr-Fyter representative will survey and analyze your school's fire protection needs, and recommend proper protection to guard against every fire hazard. *Note also!* If you are building a new school or planning additional facilities, your Fyr-Fyter representative will gladly meet with architects and school boards to discuss complete fire protection. Call him today at the Fyr-Fyter office nearest you!

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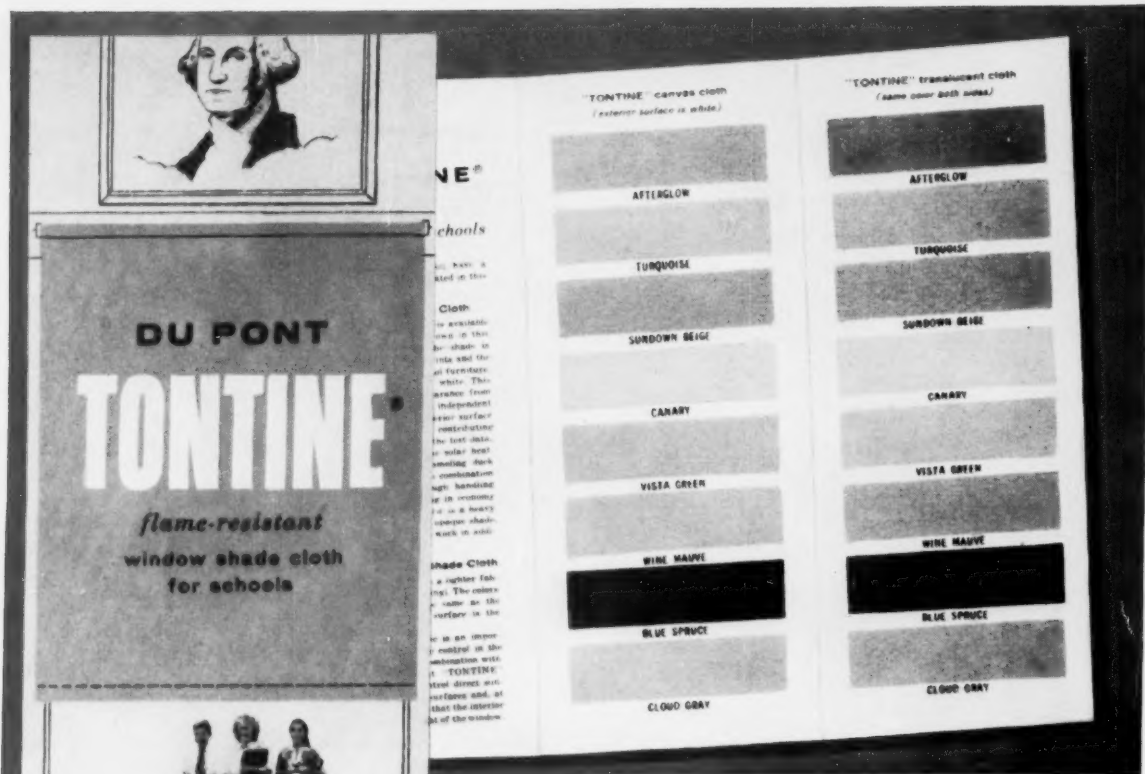
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**New six-page window shade color selection guide features samples of Du Pont's new canvas shade cloth for schools—now in 8 cheerful pastel colors.**

Get this new Du Pont window shade selection guide containing 16 actual samples of "Tontine"\* shade cloth. See for yourself the 8 beautiful colors now available on opaque canvas—the bright, pleasing tones of translucent "Tontine". All harmonize well with the wall paints and furniture finishes used in modern classrooms. Included, too, is information on the outstanding advantages of these flame-resistant "Tontine" fabrics for school use.

Be sure to have this helpful folder if you're designing a new school or decorating your classrooms. For your copy, mail coupon today to E. I. du Pont de Nemours & Co. (Inc.), Fabrics Division, Dept. DM-41, Wilmington 98, Delaware.

\*"Tontine" is Du Pont's registered trademark for its washable window shade cloth.

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Please send me my free copy of Du Pont's new window shade color selection guide with 16 sample swatches of "Tontine" shade cloth for schools.

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## Tontine®

Washable window shade cloth



BETTER THINGS FOR BETTER LIVING...THROUGH CHEMISTRY



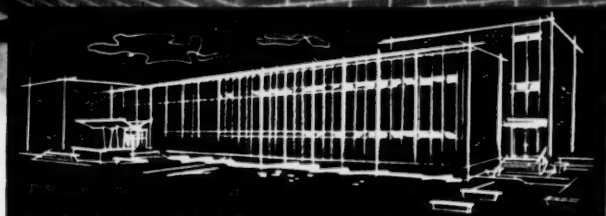
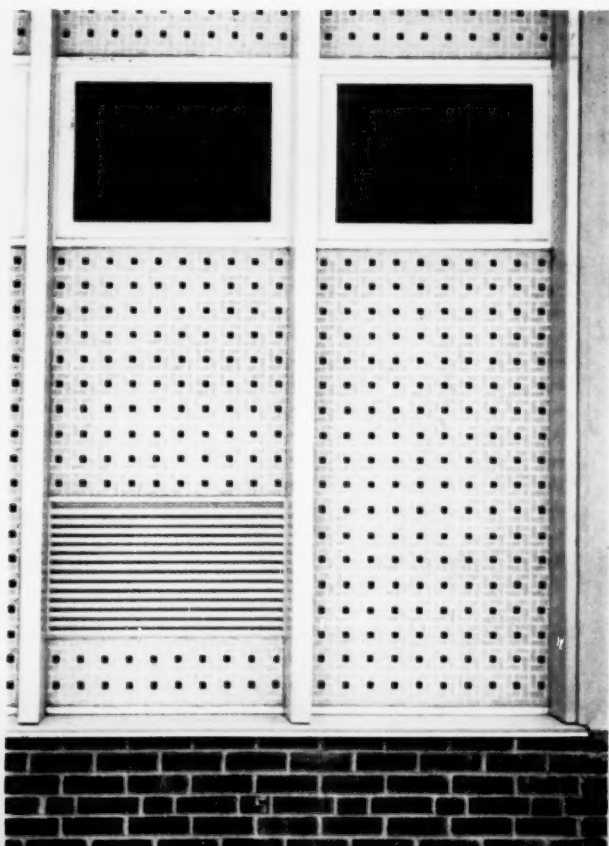


Plate No. 1085 New Science Hall, **THIEL COLLEGE**, Greenville, Pa.  
Architects: **LOUIS G. MARTSOLF & ASSOCIATES**, New Brighton, Pa.  
Panels installed by: **NEWMAN BROS., INC.**, Cincinnati, Ohio



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offer new freedom in exterior design



Used alone, or in conjunction with conventional exterior finishes, RS Ceramic Tile Panels offer the designer unlimited latitude in choice of color, texture and pattern. Here is the permanence and maintenance-free beauty of time-proven ceramic tile, delivered to job-site in light-weight, custom-made prefabricated units, ready for simple, speedy erection in any frame. A favorable unit price combined with low installation cost makes RS Panels an outstanding value. Your architect can provide more information. If you're interested in the technical details, write for Bulletin RSP-201. Ceramic Tile Panels, Inc., Dept. S-31, Canton 2, Ohio.

Close-up showing detail of  
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*New designs in*

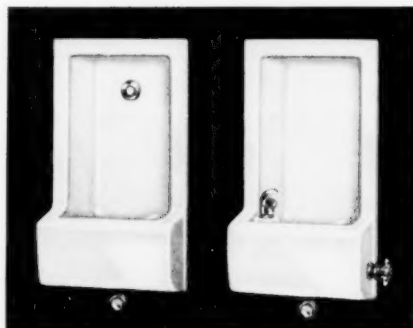
## KOHLER DRINKING FOUNTAINS

### Maximum convenience, ease of maintenance

Straight front styling gives these vitreous china Kohler drinking fountains a neat, symmetrical appearance that matches the character of today's architecture. They offer specific advantages in use and maintenance.

Bubblers, with openings well above the fountain rims, provide sanitary drinking mounds of convenient height and angle, and are non-squirting. Metal guards protect against mouth contact. Self-closing valves are adjustable for continuous flow. Automatic regulators maintain volume uniformity under varying pressures. Brass condensation plates eliminate dripping.

Kohler drinking fountains conform to health regulations of all states. Smooth, unobstructed surfaces and handy access panels simplify cleaning and maintenance. Chrome-plated, all-brass fittings minimize wear and corrosion. Available in white and Kohler colors.



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Recessed  
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Drinking Fountain  
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Combinations  
for gymnasiums,  
public corridors

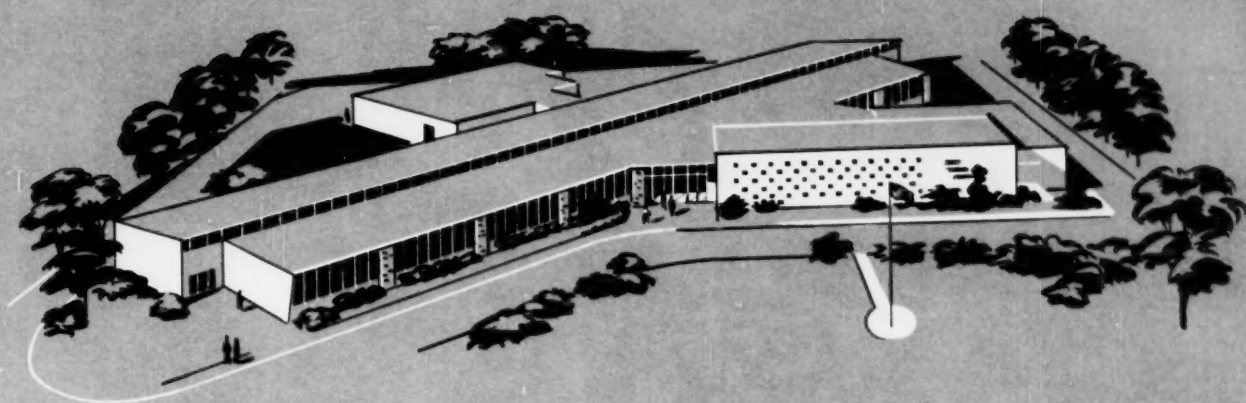


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# KOHLER OF KOHLER

Enameled Iron and Vitreous China Plumbing Fixtures—Brass Fittings—Electric Plants—  
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at this price,  
can you afford not  
to provide for  
air conditioning?



this Illinois school...

- 1 **PROVED** the need for air conditioning.
- 2 **PROVED** the economy of air conditioned school design.
- 3 **PROVED** they couldn't afford not to air condition.

CHECK THE COSTS OF THIS SCHOOL



# **Gilson Brown elementary school is completely air conditioned yet cost no more than many "heat only" schools!**

**Total cost: \$13.51 per sq. ft. Air conditioning,  
heating and ventilating: \$2.17!**

## **READ THESE**

### **1 Here are the COST FIGURES for Gilson Brown school**

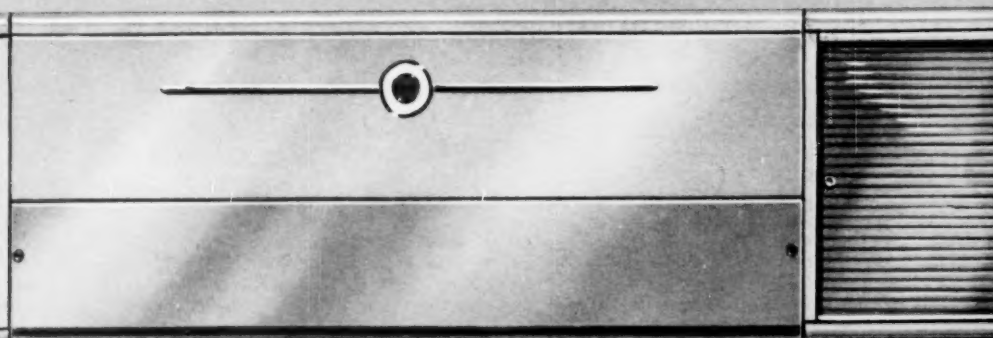
The 32,000-square-foot Gilson Brown school cost \$13.51 per square foot—including complete air conditioning. Air conditioning, heating & ventilating costs per square foot came to just \$2.17 (this cost is below that for many "heating and ventilating only" schools in this area!). Bids were also taken on heating and ventilating with provision for future air conditioning. The difference between the two was only 50c per square foot, so equipment for immediate air conditioning was installed. Classroom air conditioning unit ventilators, packaged liquid chiller and related refrigeration equipment are products of Herman Nelson School Air Systems.

### **2 Here's how the NEED for air condition- ing was proved**

The administrators and board of Alton Community Unit School District No. 11 had positive proof that air conditioning was needed. In building an earlier school, air conditioning was incorporated in the mechanical system as an alternate proposal which was accepted by the board. Their decision was overwhelmingly justified as the resulting program of remedial enrichment and high school summer classes began to make education a year 'round proposition in Alton. The increase in summer enrollment proved that the need for air conditioning was real. This time it was planned for in advance—to take full advantage of the economies inherent in air conditioning design.

### **3 Here's how DESIGN ECONOMIES of air con- ditioning were proved**

Architects Keeney & Stolze of Alton proved beyond question that tangible savings could be effected in air conditioned school design. They pointed out that by designing for air conditioning, the cost of installation and operation of the air conditioning system could be greatly minimized. A few examples of Keeney & Stolze design: orientation of the classrooms on a diagonal to the property lines for maximum sun control; a clerestory on the north side of the corridor to give light without heat to corridor and classrooms; a roof of white Georgia marble chips to reflect heat and minimize the air conditioning load.







Gilson Brown elementary school, Alton, Illinois. Superintendent of Schools: Dr. J. B. Johnson. This completely air conditioned school was designed by Architects Keeney & Stolze. Classroom air conditioning unit ventilators, packaged liquid chiller and related refrigeration equipment are products of Herman Nelson School Air Systems.

# FACTS

## 4 Here's the KIND of school this planning achieved

Design economies didn't detract one iota from quality construction. Gilson Brown school contains 13 classrooms, two kindergarten rooms (each with its own sanitary facilities and outdoor play terrace), administration suite, health room, counseling room, multi-purpose room with stage, ceramic-tiled kitchen with walk-in cooler, band room, four large ceramic-tiled rest rooms and a teachers' lounge. Exterior finish: brick and ceramic tile facing. Doors and windows are of aluminum. Interior has exposed masonry walls and two-inch solid plaster partitions. Corridors have glazed ceramic tile walls. Floors are of asphalt tile with terrazzo or cork patterns.



## SCHOOL AIR SYSTEMS

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COMPANY, INC., LOUISVILLE, KENTUCKY

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Air conditioning unit ventilators • liquid chillers • heating, ventilating, air moving & conditioning equipment.



Multi-zone units • coils • general air conditioning units.



Heating specialties and controls.

## herneL-COOl II UNITS OFFER OPTIONAL AIR CONDITIONING

HerneL COOL II units offer optional air conditioning. If immediate air conditioning is impractical these units can be installed so the school enjoys the natural cooling, heating, ventilating and draft control benefits of unit ventilation. Then, at any time, the addition of a packaged liquid chiller in the boiler room is all that's required for complete hot weather air conditioning.

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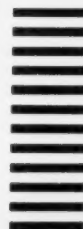
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## herman nelson FACT KIT

contains important data  
on school air conditioning

Here's an up-to-the-minute file on school air conditioning—an assemblage of material arranged to give you a clear picture of air conditioning as a factor in your new school. Includes important data on (1) how air conditioning affects the learning environment, (2) the cost of school air conditioning (including rule-of-thumb estimates you can use in your own planning), and (3) the equipment for school air conditioning. In short, this Herman Nelson Fact Kit on school air conditioning contains information on every aspect of this important question.

### HERE'S WHAT THE KIT INCLUDES:

- **"AIR CONDITIONING AND THERMAL ENVIRONMENT"**. A timely article on the need for air conditioning in schools. Outlines all the factors affecting a classroom learning environment.
- **"WHAT ABOUT SCHOOL AIR CONDITIONING?"** This article explains the thermal needs peculiar to schools. Tells how air conditioning can be most easily and economically achieved.
- **"THE ALL-YEAR SCHOOL"**. Two special reports on the all-year school. A factual presentation of the pros and cons.
- **"HOW TO EVALUATE SCHOOL SPECIFICATIONS"**. Booklet explains the "how" and "why" of specification-writing. The four recognized methods, their advantages and disadvantages.
- **ACTUAL SCHOOL COST STUDIES**. Two sets of complete cost studies of actual new school buildings. One set shows costs for installation of immediate air conditioning; the other gives costs for provision for future air conditioning.
- **"WHAT DOES SCHOOL AIR CONDITIONING COST?"** This article deals with actual cost studies of air conditioned schools, relates the results in terms of averages you can use as rule-of-thumb estimates for your own school.
- **AIR CONDITIONING EQUIPMENT**. Three product booklets, explaining (1) operation of HerMet-COOL II year-round unit ventilators, (2) the features of the Herman Nelson Packaged Liquid Chiller for Schools, and (3) the beautiful color combinations available for HerMet-COOL II units.

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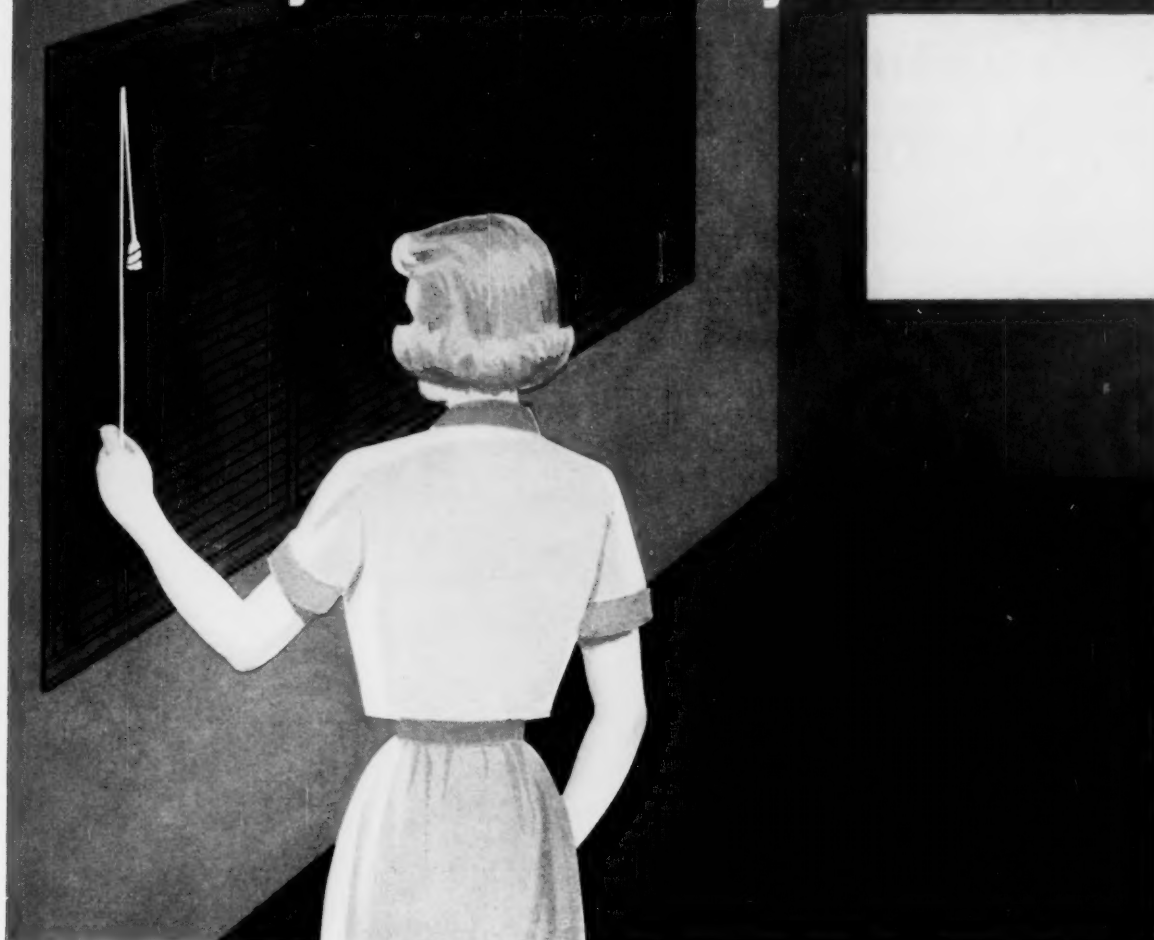
SEND FOR YOUR FREE KIT TODAY!

Please send me a Herman Nelson FACT KIT ON SCHOOL AIR CONDITIONING absolutely without cost or obligation on my part.

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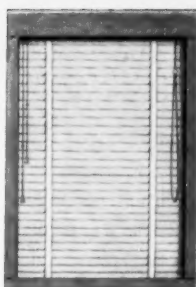
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**where you need it! when you need it!**

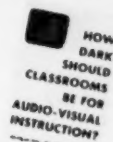


There's no need for a special room assignment, no delay, when the classroom has LEVOLOR A.V. (Audio-Visual) VENETIAN BLINDS. These blinds give complete control of ambient light to suit the subject, projector and student activity.

Today, any classroom can be converted for Audio-Visual instruction inexpensively by the installation of LEVOLOR A.V. BLINDS.



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*Be sure to specify*

**LEVOLOR** TRADE MARK OF LEVOLOR LORENTZEN **AV**

*The Scientifically Developed Audio-Visual Blind*

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# Now... Choose from 3 basic Wayne gymnasium seating systems to meet your budget

Match your seating to your dollars and save. Choose from a complete line by the world's largest manufacturer of *spectator seating*.

With economy as the watchword in today's new school construction, it will pay you handsomely to look into the *only* line of gymnasium seating that offers a choice of three budget ranges . . . an outstanding, efficient seating system for each! Every Wayne model is engi-

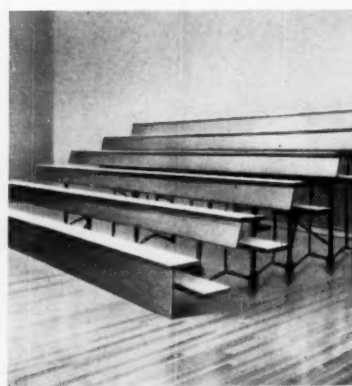
neered with the important attention to detail that assures longer life, smoother performance, lower maintenance costs . . . more seating efficiency for your money! Check these three Wayne values before you decide on *any* seating at *any* price! Write for catalog data today!



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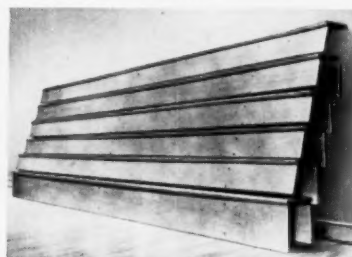
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## WAYNE MODEL 70 ROLLING GYMSTAND

Continuous-seating, automatic power operated stands! Seat and foot boards in one unbroken sweep of magnificent mahogany or Douglas fir . . . *one gymstand* the length of your gym. This advanced Wayne design uses every inch of seating space, increases capacity up to 10%. Fully automatic: glides open or closed at the flip of a switch. This Wayne exclusive is installed in some of America's finest schools.

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Big favorite in value-packed luxury seating, the model that made the Wayne name famous in spectator seating. Features include: Wayne vertical front design, smoother, easier operation, uniform load distribution, completely closed risers, fine wood's, finished to a rich lustre, and other Wayne engineering advantages. Feature for feature, dollar for dollar, this is truly the champion in conventional gymnasium seating.

## WAYNE MODEL 30 FOLDING BLEACHER

Another Wayne exclusive! *Folding Bleacher*-type seating engineered from the wheels up for long trouble-free life, easy operation and maximum seating. Enameled steel, diagonally cross-braced rock-solid understructure, gleaming finished woods. Investigate the Model 30 now and let us show you its dollar-in-hand savings over any price quotation offered you on any *folding bleacher* anywhere.

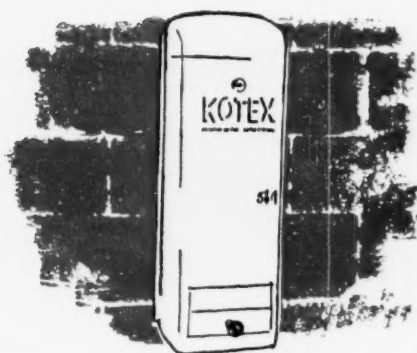
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No school should be without this  
*Very personal service*



Vending machines for Kotex belts are also available at a nominal cost.

rest room vendors

for *Kotex*

feminine napkins

More than just a convenience, handy, coin-operated vendors make Kotex feminine napkins readily available at all times. They provide a needed and appreciated service for students and teachers. Vendors are available without charge.

When you offer Kotex, you provide the feminine napkin most women prefer. Only Kotex has Wondersoft—the gently spun covering that *won't rub, won't chafe* . . . and Kotex has the extra absorbency that's instant and complete.

\*\*\*\*\* CLIP AND MAIL \*\*\*\*\*

Kotex products sponsor free, a complete program on menstrual education for both elementary and high schools.

**The Story of Menstruation**—a delightful 10-minute, 16-mm. Walt Disney sound and color film which gives a warm, natural explanation of just what happens during menstruation and why.

**You're A Young Lady Now**—is especially written and illustrated for girls 9 to 12.

**Very Personally Yours**—a more detailed booklet written especially for the teenager.

**Instructional Aids**—Physiology Chart, Teaching Guide and Mother-Daughter Program.

KOTEX and WONDERSOFT are trademarks of KIMBERLY-CLARK CORPORATION

**Kimberly-Clark**  **Corporation**

Department Number NS-89, Neenah, Wisconsin

- ☐ Please send me complete details and ordering information on the Kotex Educational Program
- ☐ Please send information on the vending machine service for Kotex feminine napkins.

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_ TITLE \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_



*Easy way to put*  
**18 EXTRA DELTA "TOOLS"**  
*to work in your school shop*

In addition to providing you with the finest, *safest* power tools your students can use, Delta offers you the most *practical* school shop teaching "tools" available from any source. Layouts for new or expanding school shops, guides for specifying tools, instruction manuals, project ideas—these and many more are available *free*, or at special discount, to school shop administrators and instructors. And every Delta tool is backed by unequalled dealer cooperation and service, and by a staff of Delta School Representatives devoted exclusively to work in industrial arts and vocational education. That's why *more than 72%* of all U. S. school shops teach with Delta Power Tools.

**SEND FOR COMPLETE LIST OF DELTA SCHOOL SHOP AIDS**  
 —write Rockwell Manufacturing Company, Delta Power Tool Division, 406H N. Lexington Ave., Pittsburgh 8, Pa.

**DELTA POWER TOOLS**

another fine product by

**ROCKWELL**



Make Maintenance  
**SAFER, EASIER, MORE CONVENIENT**

**DUO-SAFETY**  
 ALL-ALUMINUM  
**STEP LADDERS**

Here's the perfect ladder for overhead maintenance. Manufactured of aluminum for strength, lightness and resistance to moisture...steps and braces strongly reinforced for extra safety...equipped with rubber safety shoes. Many other models available in the complete Duo-Safety Line.



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*Write for FREE Descriptive Literature*

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**QUADRALINE**  
 by american desk

*Newest on the classroom scene!*



**A** complete line of school furniture in future tense! You'll notice a marked improvement in working conditions with a unit like the "Jr. Exec" shown with Series 500 Chair. A counterpart of adult working facilities, it's generous with work space—economical with space requirements! A rugged, well-balanced unit... easily adapted to changing class needs. Permits grouping, side-by-side or staggered seating arrangements.

For Competent Assistance, Complete Details, Ask Your State Ad Representative

american desk manufacturing co.  temple, texas

The NATION'S SCHOOLS

## FOR MORE PROFITABLE PACKAGED MILK PROGRAMS



*Specify*  
**QuiKold**

ELECTRIC COOLERS FOR BOTTLE AND CARTON MILK SALES

MODELS FOR EVERY SALES LOCATION—SCHOOLS, CAFETERIAS, RESTAURANTS, FOOD MARKETS, DAIRY STORES.

FULL VALUE ON EVERY MODEL—No other line gives you as much for the money as QuiKold dairy coolers. Only S & S Products, Inc., lets you order to meet current equipment needs—in any quantity, large or small—with no price penalty.

LONG, PROFITABLE SERVICE—QuiKold electric coolers operate for pennies a day. Heavy-duty construction stands up under all types of service. Fully warranted and Underwriters' Laboratories Approved.

MODEL 1400-WD-2  
(SHOWN)

OTHER MODELS  
AVAILABLE

WRITE FOR  
FREE CATALOG TODAY

**S&S**

## A NEW DIMENSION IN ENCYCLOPEDIA ILLUSTRATION

Look through any volume of Collier's Encyclopedia and you will see that the unique handling of more than 11,000 maps, pictures and drawings truly creates a new dimension in encyclopedia illustration. This is done by:

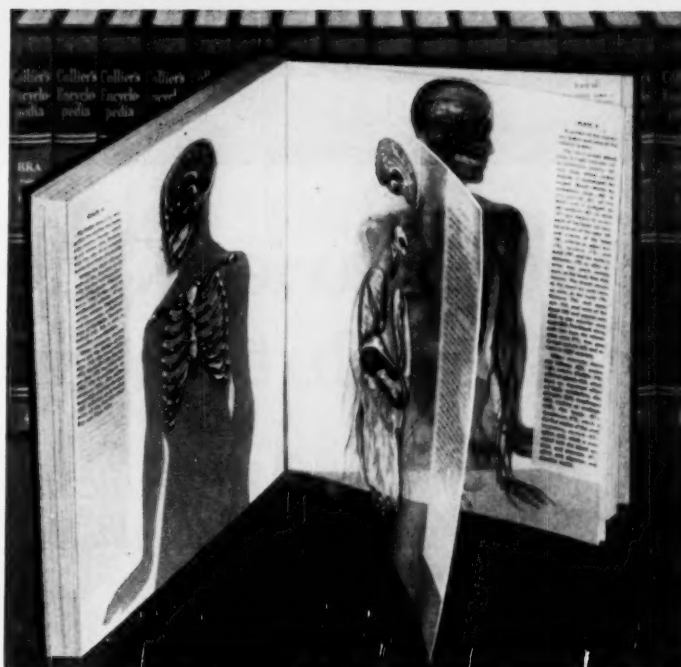
- Placing all illustrations and maps right with the article to which they refer. There is no bothersome reference to gazetteers or picture sections.

- Keeping all illustrations up to the minute—more than 2,500 illustrations revised in the last 6 years.

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- Using new techniques, such as the dramatic treatment illustrated above. This brilliantly executed sequence of full color acetate transparencies used in the article on anatomy, vividly portrays the internal structures of the human body.

Add it all up and you'll agree that Collier's Encyclopedia does offer a new dimension in encyclopedia illustration. No wonder Collier's Encyclopedia is recommended by every Educational and Library Agency that evaluates encyclopedias.



**COLLIER'S  
ENCYCLOPEDIA**

WRITE FOR reviews, price catalog and information  
about teaching aids. Educational Division,  
Collier's Encyclopedia, 640 Fifth Ave., New York 19, N. Y.



## Trane Kinetic Barrier ventilates, warms every

*Exclusive Trane Unit Ventilator system gives every pupil,  
in every seat, an ideal climate for learning . . . all day long*

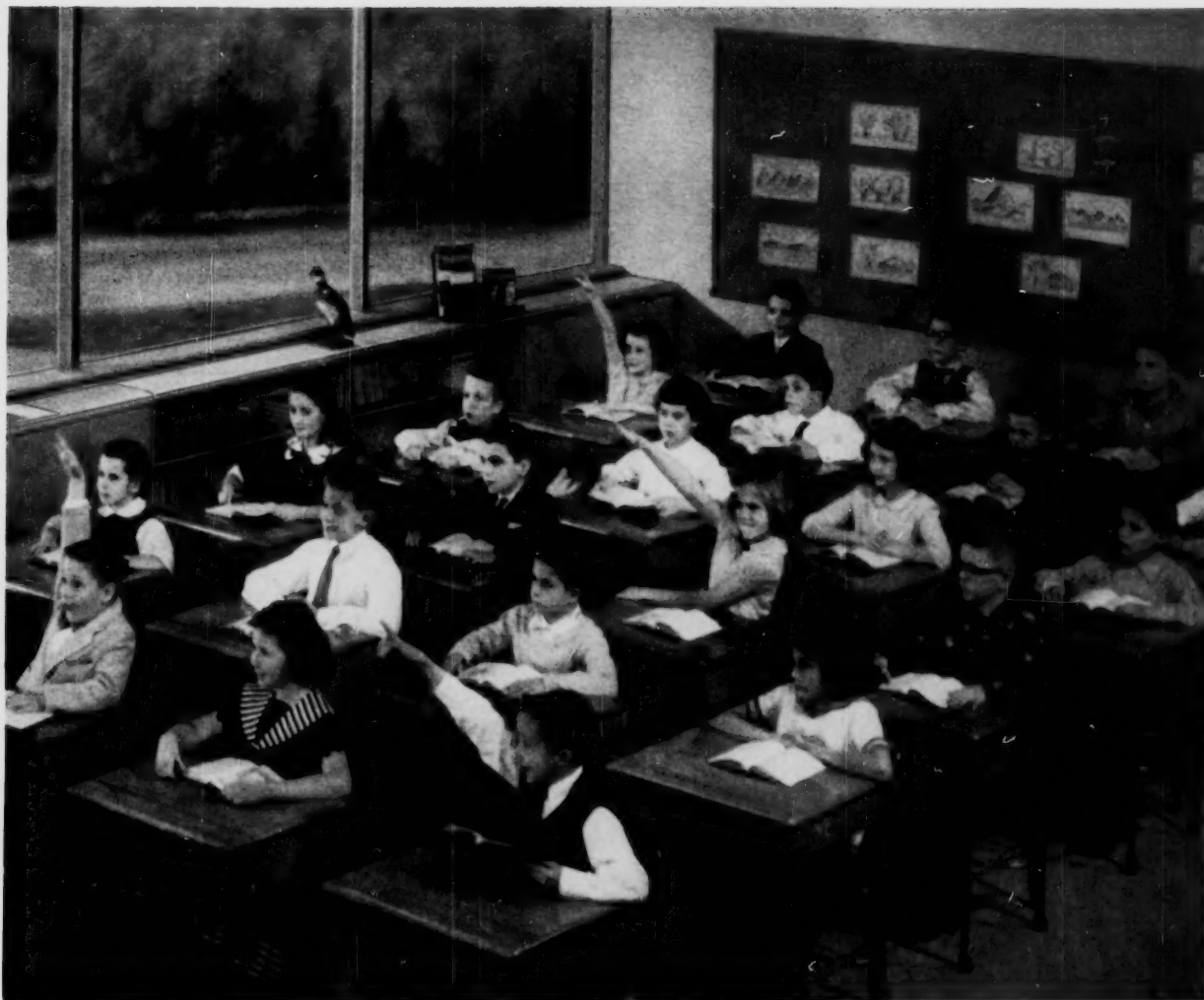
Now, every pupil—no matter where he is seated—can enjoy uniform comfort, with no cold window downdrafts, no hot spots, no sleepy corners.

The TRANE Unit Ventilator, with exclusive *Kinetic Draft Barrier*, solves these classroom ventilating problems by providing a rising wall of tempered air along the entire outside wall or window—and by providing *continuous* air circulation that gently distributes tempered air into every corner of the classroom, every moment the room is occupied.

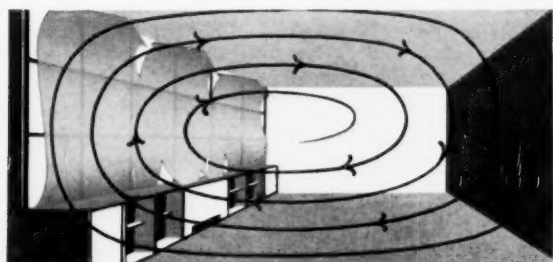
Only the TRANE Kinetic Draft Barrier gives room-wide *powered* ventilation! Ordinary systems, with on-and-off action, can allow dead, stale air to pile up in corners. When their action is "off" there is no positive protection from chilling window downdrafts.

So when you plan to build or remodel your school, turn to TRANE for an ideal climate for learning! Have your architect, contractor or consulting engineer contact your TRANE Sales Office. Or write TRANE, La Crosse, Wisconsin.





ends window downdrafts,  
corner of the classroom



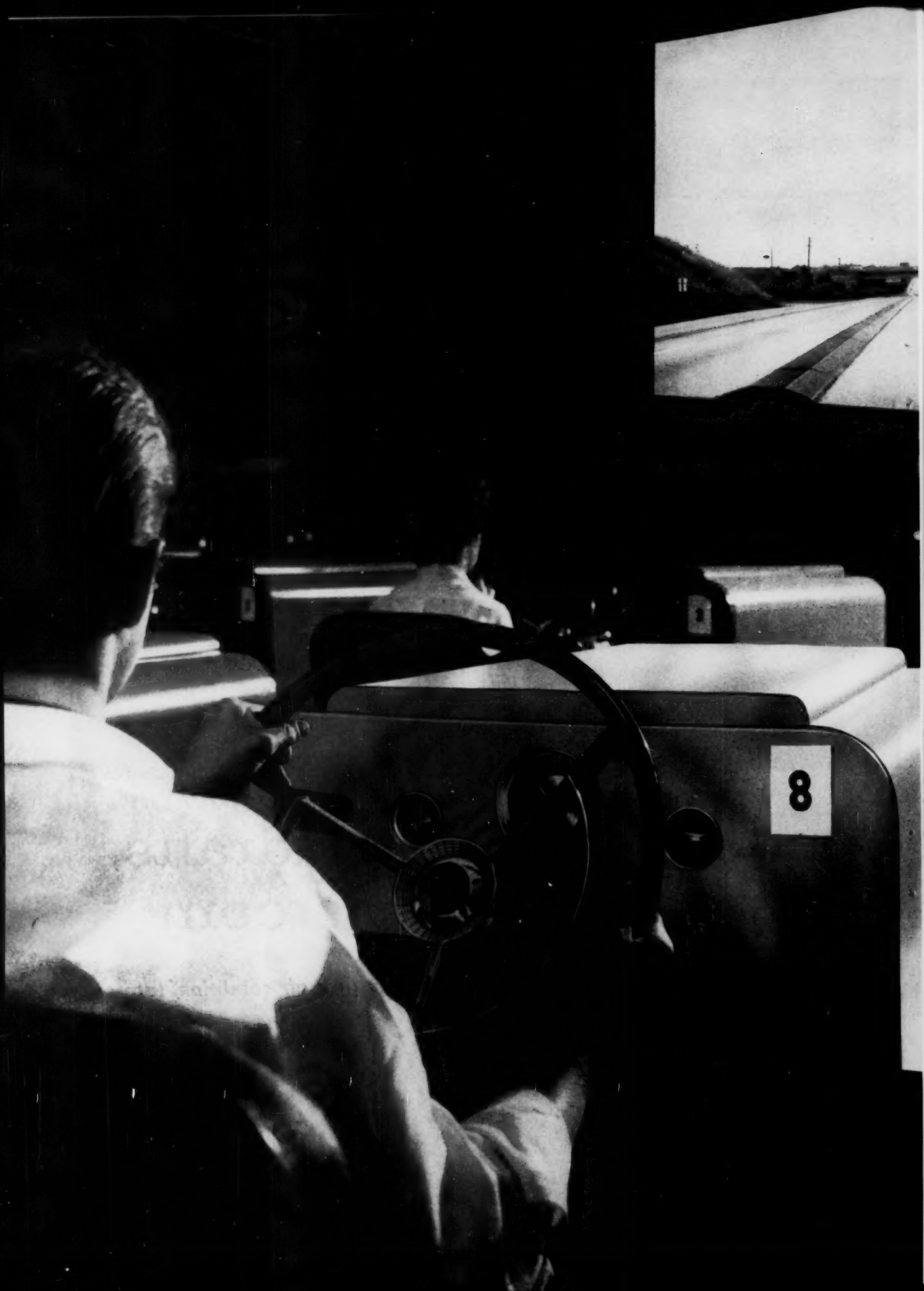
**Continuous, room-wide ventilation!** The exclusive TRANE Unit Ventilator system provides *powered* ventilation and warmth from room-wide outlets. Air from the unit rises, blends with room air, creates a gentle flow of tempered air.

For any air condition, turn to

# TRANE

MANUFACTURING ENGINEERS OF AIR  
CONDITIONING, HEATING, VENTILATING  
AND HEAT TRANSFER EQUIPMENT

THE TRANE COMPANY, LA CROSSE, WIS. • SCRANTON MFG. DIV., SCRANTON, PA.  
CLARKSVILLE MFG. DIV., CLARKSVILLE, TENN. • TRANE COMPANY OF CANADA,  
LIMITED, TORONTO • 97 U.S. AND 19 CANADIAN OFFICES



# Saves Teachers, Saves Time, Saves Lives

## Drivotrainer program dedicated to better driver education in schools

Rockwell Manufacturing Company now extends its service to schools by manufacturing and distributing the Aetna Drivotrainer, the classroom driver training aid developed as a public service by the Aetna Casualty and Surety Company. In developing the Drivotrainer, Aetna called upon nationally known educators for assistance and counsel. Working closely with this panel of experts, Aetna invested considerable time, effort and funds in perfecting the Drivotrainer system of driver education. Now, its classroom effectiveness fully documented by responsible educators, the Drivotrainer is in use in schools from coast to coast.

In producing the Drivotrainer, Rockwell draws upon the same sound engineering and manufacturing skills that have won for Delta Power Tools a place in 72% of U.S. school shops, and that have made Rockwell measurement and control instruments the standards of quality in their fields.

The Drivotrainer permits students to "drive" through all kinds of situations without ever leaving the classroom—and without

risk to life or property. Its three chief advantages to schools are:

**Better educational values**, because Drivotrainer teaches basic driving skills, develops safe driving attitudes and better driving judgment through exposing the student to more traffic situations than he could experience in a similar period of on-the-road training.

**Lower per-pupil costs**, because Drivotrainer multiplies the number of students that can be taught, *without* increasing the teaching staff, and greatly reduces the number of hours needed for dual control on-the-road instruction.

**Higher level of student proficiency**, because Drivotrainer drills students to react instantaneously and *correctly* to emergencies—the real test of driving ability.

It is a source of great satisfaction to manufacture a product whose ultimate use can only result in better, safer living for everyone. For further information on the Drivotrainer write: Rockwell Manufacturing Company, AVM Division, Dept. 403H, Jamestown, New York.

←  
Drivotrainer systems similar to the one shown here are in use in schools throughout the country to instruct teen-agers in safe driving. Both the U.S. Post Office and the U.S. Air Force employ the Drivotrainer in the retraining of experienced drivers.





Just what the teacher ordered . . .

## RCA Instructional Aids, every one!

It makes down-to-earth budget sense to turn to the world leader in electronics for the instructional aids teachers need and want. Good administrative sense, too, for RCA instructional aids help teachers do a more effective job on a more comprehensive roster of subjects. Let's preview RCA's complete line.

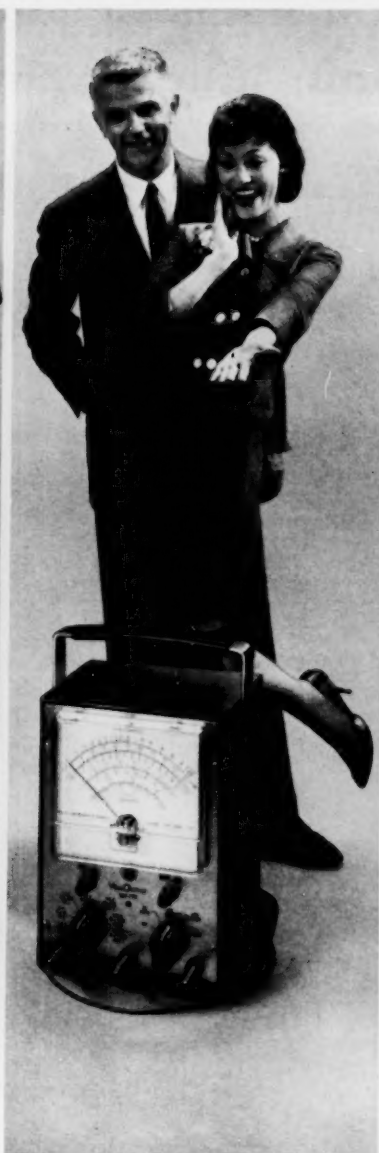
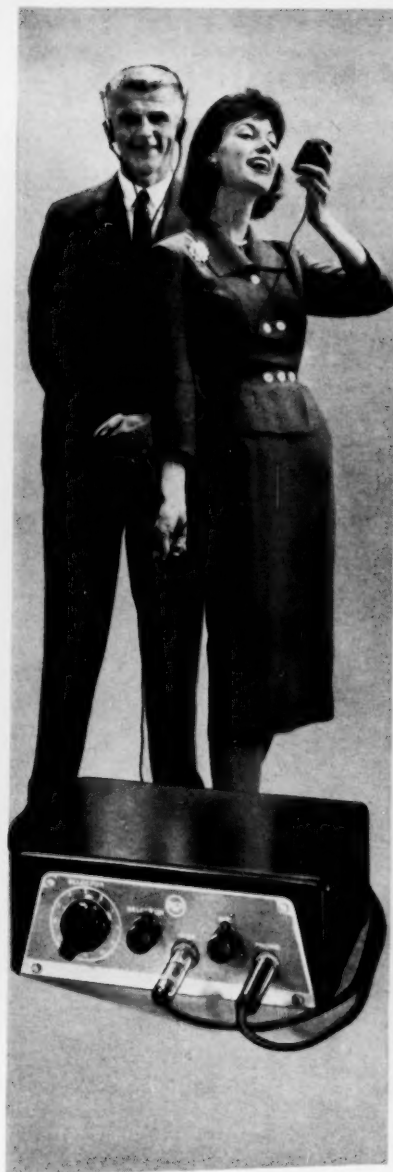
RCA "Life-Tested"\* 16mm Projectors heighten interest in any subject in any curriculum. Junior and Senior models feature easiest, fastest threading in 16mm, brighten films with 20% more light on screen, operate whisper-quietly. Porto-Arc delivers brilliant pictures, life-like sound in large areas.

It's a big, wide, wonderful world in any classroom where there's an RCA Victor TV Receiver. Black-and-white or color, portable or table model or console, anyone can tune in mirror-sharp pictures and sound in seconds anywhere. Consult an RCA field engineer about RCA's complete TV Teaching Systems . . . from studio cameras and film or tape equipment, through control equipment to TV receivers for any location.

The security, the versatility of RCA Sound Systems are priceless in every school. You can plan with your RCA Engineered Sound Distributor for a made-to-order system which uses the complete line of advanced "building-block" sound components.



ANOTHER WAY RCA  
SERVES  
EDUCATION  
THROUGH  
ELECTRONICS



Expert foreign language teachers have worked closely with RCA engineers who designed several RCA Language Laboratory Systems. Each of these language-practice systems is low-cost, simple to operate, readily expandable, easily installed and maintained. Invaluable for learning to *spe*ak and *understand* any language.

Naturally the world leader in electronics is your best source for a variety of laboratory test equipment with highest reliability built in. The rugged RCA line includes voltohmmysts, oscilloscopes, audio signal generators, test generators, tube testers, etc. Several items are now also available in inexpensive kit form.

*\*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.*

(left to right) RCA Television Systems; RCA Victor TV Receivers; RCA "Life-Tested" 16mm Projectors; RCA Language Laboratories; RCA Laboratory Testing Equipment; RCA Sound Systems.

Get your copy . . . a complete catalog with full details on these and other RCA Electronic Aids to Education! Write Mr. L. V. Hollweck, Educational Services, Radio Corporation of America, Camden 2, New Jersey.



**RADIO CORPORATION of AMERICA**



Educational Services  
Camden 2, New Jersey

## The Man with the Lily Plan has the right answers to your lunchroom problems!



### Lily Food Service Saves You Time...Money...6 Ways!

Individually, or in complete place settings, Lily\* food service makes your lunchroom program easier . . . more efficient . . . more economical! Here's why:

- **Sanitary** — No chance of sanitation slip-ups here!
- **Controls Portions and Food Costs** — Lily offers the right size cup, container, dish or plate for every need.
- **Eliminates Washing and Bussing** — After use, they're thrown away. No more expensive machinery and labor needed to wash or buss. Speeds cleanup time, too!
- **No More Breakage—Accidents** — Lily paper service is safer for children . . . economical for you!
- **Saves Storage Space and Handling** — Stack easier, more compactly than traditional chinaware. Are about 30 times lighter for easier handling!
- **Quiet** — No rattle or clatter of other types of service. Makes eating more pleasant for students and staff alike!

And if you are transporting and serving from a central kitchen, paper service can be kept in inventory "on location"—

save handling, washing, storage. Shown above (left to right) are just a few of Lily's Food Service products that are being used in more and more school lunchrooms across the country.

- #1. 4-oz. Pleated Dish for salads and desserts.
- #2. 5-oz. Cold Cup for juices.
- #3. 8-oz. Hot Food container for soups, stews, casseroles. (You can bake and serve right in these Lily unwaxed Nestrites.®)
- #4. 6-in. Molded Plate for breads, pies, cakes.
- #5. 10-oz. Milk Design Cup (to be used with cup holder). Ideal for serving milk from refrigerated bulk dispensers.
- #6. 10 1/4-in. Molded Plate for all entrees.

Think it over. Doesn't it make sense to serve the Lily way, and eliminate practically every serving problem you have?

For further information on Lily Food Service . . . without cost or obligation . . . just write to: Lily-Tulip Cup Corp., Dept. NS-89, 122 E. 42nd St., New York 17, New York.

\*T.M. Reg. U.S. Pat. Off.



## PORTION CONTROL...

its economies are directly related to your selection of the *right* utensils.

No other manufacturer in the institutional cooking utensil field can match the wide range of sizes, styles, shapes and finishes available to you in . . .

*Wear-Ever Aluminum.*

Be sure to insist on this famous trademark of quality on the utensils you buy.



### WEAR-EVER

WEAR-EVER ALUMINUM, INC.

WEAR-EVER BUILDING, NEW KENSINGTON, PA.



*New Catalog! Shows capacities, no. of servings (in ozs.) for most commonly used utensils. Free! Send for your copy today.*



# THE **ABC** OF **BENTSON** QUALITY

Built to outlast teen-age energy and to pass school board examinations! Bentson quality steel furniture for schools meets tomorrow's education needs at today's tight budgets.



**A**  
**B**  
**C**

**Advanced Design!** Wide variations in desk pedestals, top edges and back panels — plus interchangeable drawers. Bentson products are styled for progressive schools!

**Built-in Quality!** Top grade materials fully reinforced and featuring exclusive "Perma-Hush" sound deadening treatment ... the name of Bentson has meant quality construction for nearly 50 years!

**Colorful!** Twelve beautiful pastel enamels in solid or two-tone effects, and two handsome grained finishes suit Bentson steel desks, files, tables, and companion units to any over-all decorative plan.

Compare! Check the Yellow Pages — then visit your Bentson dealer and learn how the ABC's of Bentson furniture give you more in every way.

Get a colorful catalog from your Bentson Dealer or write to—



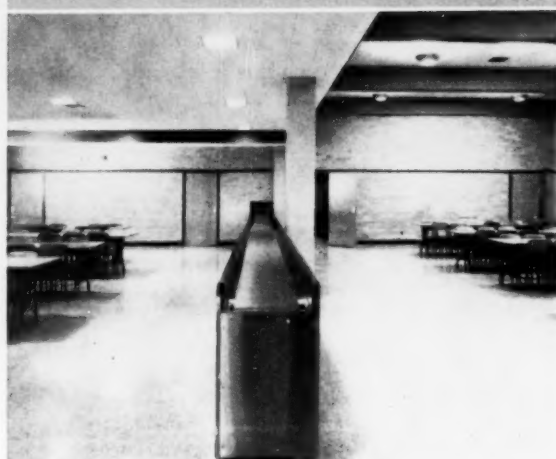
**BENTSON MFG. CO.**

661 HIGHLAND AVENUE  
AURORA, ILLINOIS

## **EFFICIENCY PLUS**

...in Wichita's Public School Cafeterias with

## **Olson** **MECHANIZED** **DISH HANDLING** **CONVEYORS**



Olson Conveyors now operate in 12 Wichita, Kansas public school cafeterias. The two oldest have operated daily for 30 years without one single major breakdown. These Olson Conveyors needed only periodic lubrication, cleaning and an occasional new belt—money-saving evidence that they were designed to provide long, trouble-free, continuous operation.

That's the way they're being designed and built today, too.

What Olson Mechanization means to any school—

- Less dishwashing help is needed
- Faster table turnover—more students fed in a smaller dining area
- Less dish breakage and clean dishes get back into service faster
- Better dining room layout is possible—dishwashing room can be located anywhere

Write for Bulletin 1505

## **Olson CONVEYORS**

MANUFACTURED BY

**SAMUEL OLSON MFG. CO., INC.**

2422 Bloomingdale Avenue

Chicago 47, Illinois

DIVISION OF CHERRY-BURRELL CORPORATION



LOOK at the advantages of "Tamed Iodine"®



FEATURES OF TAMED IODINE AGAINST OTHER TYPES OF DISINFECTANTS						
	Chlorines	Quats	Creosols	Phenols	Synthetic Phenols	WESCODYNE
Microbial Activity	Very short	Variable	Intermediate	Poor to variable.	Intermediate	High
Stability	No	Yes	Yes	Yes	Yes	Yes
Cost in Use	Low, but require frequent application.	High	High, too much needed.	Low, but require frequent application.	Moderate to low.	Very low.
Odor	Heavy and penetrating.	None	Heavy	Heavy and lingering.	Some are heavy, others linger.	Very light and non-linging.
Cleaning Ability	None, cause bleaching.	Poor, inactivated by soaps.	Good	Good	Good	Good
Microbiology	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	Selective germicide. Will not destroy a wide range of organisms.	A nonselective germicide. Kills bacteria, virus, molds, fungi, yeast, spores, etc.
Affected by Hard Water	No	Yes	Yes	Yes	In some cases.	No
Indicator of Bacterial Efficiency	None	None	None	None	None	Color
Effect on skin, full strength	Irritants	Sensitizers	Irritants	Non-irritating	Irritants	Non-irritating
Toxicity	Yes	Variable	Yes	No	Yes	No

## EXTRAORDINARY GERMICIDE

It's WESCODYNE, the first "Tamed Iodine" Detergent-Germicide. It offers new protection against absenteeism. Cleans and disinfects in one operation. Destroys organisms that cause Influenza, T.B., Polio and other contagious diseases. Costs little or no more than soap and water. And more, as indicated in the above comparison.

WESCODYNE is nonstaining, nonirritating and nontoxic at use dilution. It leaves no odor. It has an unmatched history of scientific evaluation and success. Hospitals throughout the U. S. and Canada rely on it as the single germicide suitable for all cleaning and disinfecting procedures. In schools, it is recommended for routine house-keeping as a replacement wherever soap and water are

ordinarily used. And of course for cafeterias, washroom and athletic areas.

WESCODYNE costs less than 2¢ a gallon at the general purpose use dilution of 75 ppm available iodine. We'd be glad to send full information. Just telephone your nearby West office. Or mail the coupon below to our Long Island City headquarters, Dept. 8

- ☐ Send full information on WESCODYNE.  
☐ Have a Specialist phone for an appointment.

Name \_\_\_\_\_

Position \_\_\_\_\_

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FOR PROTECTIVE SANITATION  
AND PREVENTIVE MAINTENANCE



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# BLOOMFIELD..

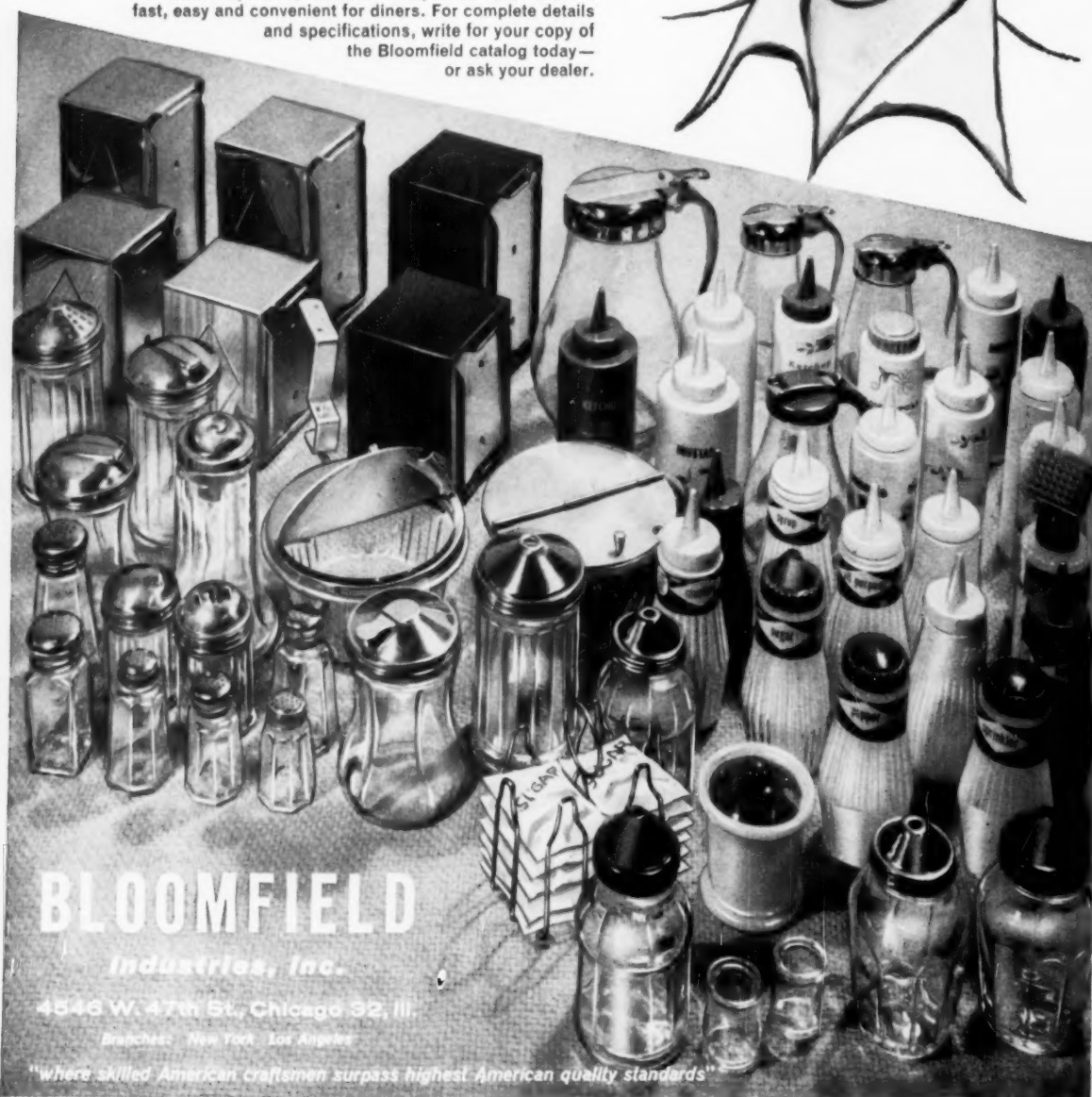
*makers of more  
than 60 types of dispensers!*

In restaurants, hotels, hospitals and other food serving installations, you'll find Bloomfield dispensers serving the public well.

And, Bloomfield dispensers serve operators well, too!

Because Bloomfield is always conscious of the need for performance economy, each of the many kinds of dispensers shown here is engineered to withstand the rigors of daily use. They easily absorb the constant shaking, pounding, tapping and general "roughing up" that only the public can give. They are also engineered for easy cleaning, refilling and maintenance—so that "use" costs are held to an absolute minimum.

Most important, Bloomfield dispensers make service fast, easy and convenient for diners. For complete details and specifications, write for your copy of the Bloomfield catalog today—or ask your dealer.



## BLOOMFIELD

*Industries, Inc.*

4546 W. 47th St., Chicago 32, Ill.

Branches: New York Los Angeles

"where skilled American craftsmen surpass highest American quality standards"

# Excellence

In rapid succession has come a series of public-spirited surveys which point up the critical needs of American education, today and tomorrow. To name a few: *The Pursuit of Excellence*, a report financed by Rockefeller Brothers Fund, Inc.; *The American High School Today*, the James B. Conant report financed by the Carnegie Corporation; *Memo to a College Trustee*, a publication of Beardsley Ruml's study financed by the Ford Foundation; and *Education for the Age of Science*, a report of President Eisenhower's Science Advisory Committee headed by James R. Killian, Jr. All these and other findings quicken us like the touch of a rapier to the importance of excellence in our educational system. NESBITT, with more than 40 years of pioneering in the field of classroom thermal environment—and always an exponent of excellence in its heating, ventilating, and air-conditioning products—is proud to be associated with the teachers, administrators, board members, parent-teacher groups, citizens committees, and others who strive to give every American youth the opportunity to excel. Because Nesbitt comfort-conditioned classrooms offer a basic facility for the full and effectual use of school and college buildings under crowded and extended schedules, we welcome and encourage the renewed emphasis upon scholastic achievement, believing that we bring administrators one of the keys to the demanding decades that lie before them.



**JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.**

*Today's school children...*

**pampered  
or hampered?**

*Comfortable classrooms do not pamper students . . .  
but stuffy, overheated, or drafty classrooms greatly  
hamper their health and learning efficiency.*

Ever try to concentrate in a stuffy or drafty room?  
Your discomfort overshadows every other consideration.

Such faulty conditions, common to improperly ventilated classrooms, materially reduce learning efficiency.

Nesbitt Comfort Conditioning—basically a system of controlled ventilation which automatically heats, cools, and supplies fresh air in each classroom according to its individual needs—is the way to  
*more learning per school dollar.*

School studies show that with the right classroom climate, learning increases 15% to 30% . . . and absenteeism from colds and communicable diseases is much lower than in improperly ventilated classrooms.

Your children spend more time in school than in any other place except home. The benefits of controlled classroom ventilation are immeasurable in money . . . and yet the total cost of such a system is only about 1% of the school budget.

For the pursuit of scholastic excellence, now and in the days ahead, make sure your children receive the health and learning advantages of Nesbitt Comfort Conditioning in their classrooms.

**Nesbitt**

SINCE 1917

***Thermal Comfort for Learning***

JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.

**CLASSROOMS HAVE  
COMFORT PROBLEMS**



Thirty students generate enough heat to keep your living room comfortable in freezing weather. Classroom lights add as much heat more; and the sun through large windows can raise room temperatures 20° to 30°. Therefore, cooling is needed even in winter.



Natural body odors make the room stuffy. Thirty students give off two quarts of moisture an hour. Ventilation with fresh outdoor air is needed in occupied rooms.



Each unoccupied classroom requires more heat than an average home; and 80% of the fuel dollar goes to warm an empty building. Reduced night temperatures are required for economy. Fast heat for morning warm-up is essential for comfort.

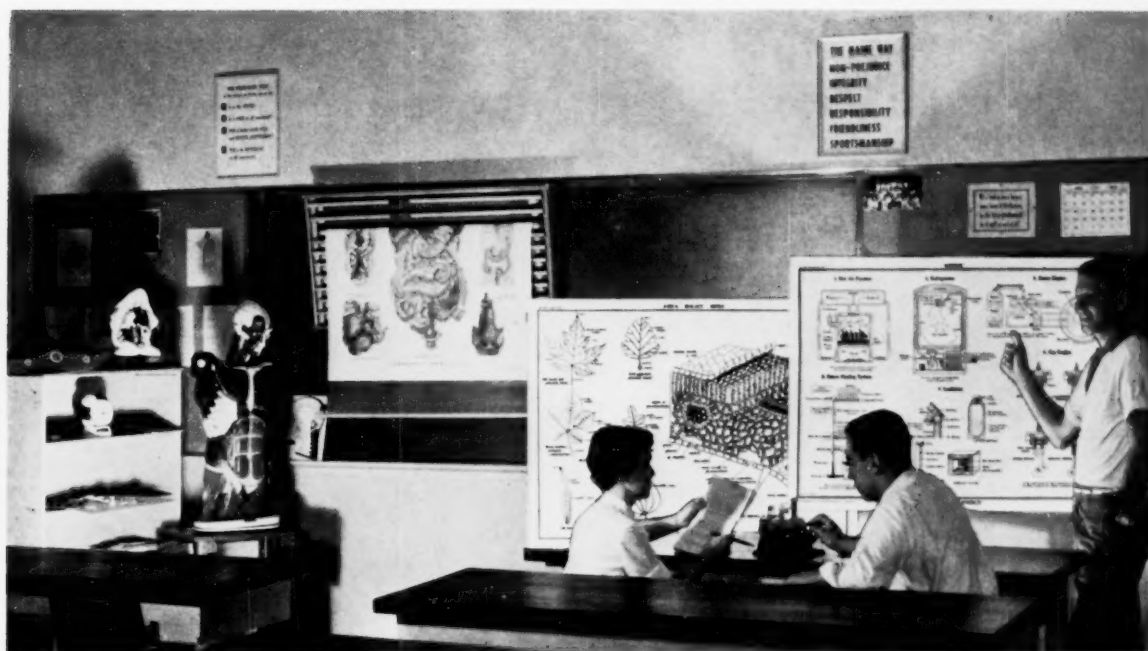
All these factors vary from hour to hour, day to day, and room to room. Failure to control any one of them means failure to provide the *right learning environment*.

Nesbitt Comfort Conditioning solves these difficult problems by providing heating, cooling, and fresh-air supply for each individual classroom under precise automatic control.

If you would like to know more about how your community can benefit from Nesbitt-equipped schools, write for Publication 101. — John J. Nesbitt, Inc., Philadelphia 36, Pa.



# Enrich Your Teaching Program



## with these Nystrom Models, Charts, Globes and Maps

ELIGIBLE FOR PURCHASE UNDER PROVISIONS OF TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT.

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Anatomy . . . Biology

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FOR  
FREE  
CATALOG

Please send me your colorful new catalog, No. NC-59, which illustrates and describes the complete line of Nystrom instructional materials.

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**A. J. NYSTROM & CO.**

3333 ELSTON AVENUE  
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# ONE STANDS OUT

The coming years will bring much to this young man—many wonders to behold—many exciting ideas—the business of growing up and the responsibility of leadership.

The example of Virco Chair-Desks shown here stand out because of modern attractive design, superior construction features and the versatility of these movable Chair-Desk units #287 and #2873. Ask your Virco representative to show you the many outstanding School furniture units in our new full color catalog, or write for your free copy to Virco Mfg. Corporation, Box 44846, Station "H," Los Angeles, Calif. or Conway, Ark.

# VIRCO





highly  
skilled  
technicians  
engineer  
your  
"custom-built  
by Southern"  
food service  
installation

Southern's staff of skilled technicians is your assurance that your "Custom-Built by Southern" equipment is precision made, down to the finest detail. They study your problem . . . from receiving to service. They design equipment that is fitted to your specific needs. And, they supervise every step of its development and installation.

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## LOOKING FORWARD

# THE Nation's Schools

AUGUST 1959

### Adios, A.A.S.A. Yearbooks

A TRADITION in education reminds us of a practice in India. It is said that millions of people bathe in the River Ganges in water that is unfit for any human use. Yet, just across the river from this holy spot is clearer and fresher water where bathing might be healthful, but to visit that shore is religiously taboo.

Something of the same superstition prevails in education in this country in the sentiment about yearbooks. And so it was a display of real courage when the A.A.S.A. executive committee decided to cross education's Ganges and seek a better way to invest the costs of a yearbook. This new policy, explained the executive committee, is not a reduction in services but rather a *redirection*. Whether or not it is called a yearbook, a publication can be prepared when there is need for a long, intensive study, the committee reasoned. Otherwise, the money can be devoted to more timely publications.

This decision is logical and commendable, provided the money thus "saved" is not diverted to other purposes. Intensive studies and the exploration of controversial issues should continue to be a priority among A.A.S.A. services.

There were two weaknesses in the procedure for producing A.A.S.A. yearbooks. One was the long period required to prepare one, so that the subject matter was somewhat out of date, or had lost its timeliness, when the book finally was mailed. The other weakness was the traditional, involved manner in which the yearbook was produced.

It does not necessarily follow that other organizations should discontinue their yearbooks. The A.A.S.A. action does suggest, however, that other groups take a new look at their yearbook policies.

Some associations may still need a yearbook as bait for membership promotion. It's the "tangible" thing an individual receives for his membership dues. It is something he can put on the table or the bookshelf to show that he is a member of that organization. And, let's admit it, membership on a yearbook committee has been the ladder one climbs into higher offices.

Also to be questioned is whether it's really advisable that each member of a yearbook committee be the author of a chapter appearing under his own by-line. True, this procedure can result in a collection of articles that deal in depth with a problem or thesis. But the skeptic also knows that in some circles one has not "arrived"

professionally until he has authored a chapter in the yearbook. If the individuals invited to write these chapters are selected on the basis of their qualifications, and not for personal or publicity reasons, it may well be that this type of yearbook serves a useful purpose and should be continued.

But this is not the history of yearbooks in some organizations. Instead, the members are appointed to the committee because they are names, or because it's their "turn" to serve. The net result has been a watering-down of the ideas, opinions and prejudices of various members of the committee, until a common denominator is found on which the book can be based. Unavoidably, the necessity of reaching agreement within such a yearbook committee eliminates controversial points of view, compromises the entire approach into a low level of agreement, and results in many words but not a great deal of enlightenment. Such a process of preparing a yearbook is truly a waste of time and money.

Organizations that are dubious about their yearbook might wisely wait a few years and observe the outcome of the A.A.S.A. decision. In the meantime, they can put their own yearbook on a professional basis by considering the following policies:

1. The question with which the yearbook deals should be a problem that has been ignored or avoided by the commercial textbook publisher. Another yearbook on the gifted child or on remedial reading is as badly needed as a fifth wheel on a small automobile. Fear of criticism and the high cost of publishing have impelled most of our commercial publishers to play it safe. Seldom do they invest in a book that seeks the *answers* to controversial problems. The commercial publisher puts on the market only those books that are going to receive popular approval and bring him a profit for his efforts. The frontier of new ideas awaits exploration by professional groups spending *their own money*.

2. Individuals who guide and conduct the yearbook study should be chosen in terms of their actual competencies, and not because they are next in line for recognition. If the persons so selected are truly competent, they will be able to operate as a group and will produce a book that does not have each chapter credited to an individual author. Unless the committee is capable of group thinking, it would be better to spend the money for other purposes.

3. Actual compilation and preparation of the material to appear in print should be assigned to those who are trained as writers and who at the same time are

fully cognizant of the finer meanings and the full impact of the study itself.

We are not arguing that all yearbooks be discontinued, although we think the decision of the A.A.S.A. is a commendable experiment. Rather, we think there is at least one problem worthy of study each year by a major organization. The production of such a yearbook should be divorced from any political significance within the organization, should be stripped of any personal glory or identification for separate authorships, and should be competently administered and produced by people who are trained in publications work.

## It May Cost Millions

**I**T HURTS just as much — whether one is hit by a school bus or by a coal dealer's delivery truck. And it costs just as much for hospital bills.

Probably this kind of reasoning influenced members of the Illinois supreme court when they ruled recently that a school district is liable for injuries in cases of negligence. In words of the court: "School districts are liable in tort for the negligence of their agents and employees."

Here is a decision, the first of its kind by a state supreme court, that spells TROUBLE for public schools. Many lawyers believe that this decision dramatizes a nationwide trend toward denying the doctrine of immunity for governmental units. It may mean that school districts will have to ask taxpayers for millions of dollars annually to pay insurance premiums.

The doctrine of sovereign immunity of the state ("The King can do no wrong") originated in England in 1788 and was overthrown by the English courts a century later (in 1890). But in this country the doctrine has been generally accepted, and only in recent years has it been seriously challenged. If other courts follow the lead of the Illinois supreme court, as is quite likely, the battle lines will shift to state legislatures. It is assumed that a state legislature has the power to enact legislation that would make school districts immune from liability. Some legislatures may decide that schools can be held responsible only in those districts that carry liability insurance. Other state lawmakers may prefer to limit the amount of liability for a school district in any one case.

The complete story of the Illinois supreme court decision and its implications for school districts is told this month by our consultant on school law, Lee O. Garber. If the administration or financing of public education at all concerns you, the reading of Dr. Garber's article is strongly recommended.

## Too Apprehensive

**E**VIDENCE is accumulating that some presidents and professors of large universities are unhappy about the rapid growth of community or junior colleges.

In the booklet, "Spotlight on the College Student," recently released by the American Council on Educa-

tion, the president of the University of California, Clark Kerr, is quoted: "May I ask an unpleasant question: Whether college isn't going to become more like high school for the vast majority of students in the United States, as greater numbers go into junior colleges and state colleges?"

In the same booklet David Riesman, Henry Ford II professor of social sciences at Harvard University, states: "No one should be allowed to go to college less than 500 miles from home without good reason."

The release accompanying the booklet, also sent out by the American Council on Education, begins with this paragraph: "When a student goes from high school to college, it's good for him to experience a dramatic shock or 'break' in terms of distance from home, absence of parental restrictions, and assumption of responsibility for his own curriculum, as a step toward maturity."

Are these assumptions necessarily true? Are our high schools so bad, and home environment and parental influence so undesirable, that teen-agers completing four years of high school work must be rushed away to a more expensive and more impersonal environment for learning? It isn't as if the large universities will be lacking enrollment. In fact, the great cry is that these large institutions have neither classrooms nor facilities to accommodate anticipated high enrollments.

As a partial solution to these problems of greater numbers and increased costs for higher education, there is a place—and a need—for the 13th and 14th grades, or the community college. For some it will be terminal education. For others it will be an intermediate step to the "far away university" or the graduate school. It's an indisputable fact that the junior college, located within daily driving distance of the student's home, with lower living costs and lower tuition for the student, is also a savings to the parent and the taxpayer. Besides, the home environment and parental influence may in many cases be better for the teen-ager than the big dormitory, the student union, and the deans at that far-away university.

A realistic appraisal of the junior college was expressed by Francis S. Chase, dean of the graduate school of education at the University of Chicago, in a meeting in Chicago this summer. Dr. Chase predicted that "the community college will become the capstone of local culture. Not many years hence there will be such an institution in every city of 20,000 and in many smaller cities, as well as in rural areas with 10,000 population. State legislatures will awake to the fact that it is more economical to build colleges locally than to bring the students long distances to large universities."

## Finished!

**O**UR physician told us this one:

I like the *finished* speaker, I most sincerely do.  
Not one who is polished, but one who's really *through*!

*The Editor*

**School subjects and activities on all  
levels can contribute to vocational education**

## **All Students Benefit From Education for Work**

**H. M. HAMLIN**

**C**ITIZENS are asking questions about education for useful work. These inquiries may prove more embarrassing than questions about the teaching of science, mathematics and the foreign languages.

Every school subject and activity can contribute to education for work. Three phases of a school program are expected to make *special* contributions: vocational counseling, the practical arts, and vocational education.

Vocational counseling has broader scope. The first counseling provided systematically in the schools dealt with the choice of a career and prep-

aration for a career. Broader concepts of counseling have developed, including counseling about the choice of school subjects, preparation for college, personal problems, morals and mental and physical health. Vocational counseling has often been neglected or perverted as specialized counselors have replaced teachers as counselors. The best vocational counseling is done by the vocational teachers.

Practical arts help acquaint students with total environment. The practical arts are intended to contribute to general education. They include courses in agriculture, business,

Modern farming involves technics that cannot be handed from father to son. Here agriculture students are making a survey to plan field contour lines.



home economics, and industrial arts. Broad offerings in these four fields are the modern successors to "manual training," the first of the practical arts subjects introduced into the schools.

Each practical arts subject is intended to acquaint youngsters, usually of junior high school age, with a major segment of our economy, bring out its significance to the whole population, indicate occupational opportunities and requirements in the field, help students decide whether they wish to study further in this area, and teach some of the knowledge and skill developed in the particular field that is useful to all. The practical arts are an important part of a modernized general education to acquaint students with their environment.

**Vocational education offers specialized training for a particular occupation or for a group of occupations.** Participation by a student in a program of vocational education assumes that at least a tentative vocational choice has been made. Vocational education may be intended to prepare for a first job, or to supplement apprenticeship or some other arrangement for providing beginning experiences in an occupation. For workers already considered competent in an occupation, vocational education may help keep them up to date, prepare them for new types of work within their present occupations (including managerial and supervisory responsibilities), or assist them in transferring to another occupation.

Education for work should be provided in each unit of a school system.

**In the elementary school, pupils should begin to develop a realistic concept of the world of work,** an expectation that they will spend a major portion of their lives in work, and a desire to contribute through work to the welfare of all. They should not be brought up as if they were to become members of a leisure class, a class that has become almost extinct in the United States. In elementary school, boys and girls will develop concepts of work of some kind, work habits that are good or bad, and ideas about the occupations in which they would like to engage. Choices made during the elementary school period may become permanent choices. The occupational interests of some pupils are strong dur-

ing the latter part of this period. Thus it is important that elementary schools help the children to think more clearly and realistically about their occupational expectations and encourage some of them to become more serious about work.

**In the junior high school students must be made ready for choices they will soon make.** They and their parents will decide soon whether schooling is to be continued when attendance is no longer required. Choices will have to be made when pupils enter comprehensive senior high schools with varied offerings, including those in vocational education.

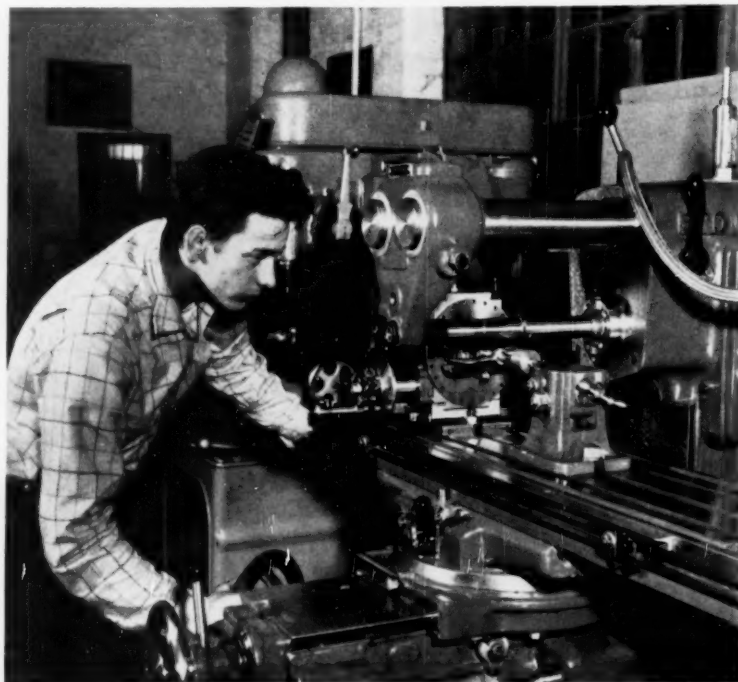
Youngsters of junior high school age and their parents should be thinking about college attendance and the choices of particular colleges and curriculums. They should recognize that the four-year colleges prepare primarily for the professions and that less than 10 per cent of the population is in the professions. Much individual disillusionment and much social and economic dislocation will result if more and more young persons insist

upon being prepared for the professions. Temporary shortages in certain of these fields should not mislead us regarding the general situation.

We need much more education beyond the high school than we now have, but we should not expect to provide all of it in junior colleges, four-year colleges, and graduate schools. Junior high school students should be counseled as thoroughly about opportunities for continuing education outside the colleges as they are counseled about college preparation. In 1950 approximately as many employed persons 18 to 25 years old attended school part time as there were students in our colleges and universities.

**In the senior high school, students should be encouraged to face up to vocational alternatives.** Counseling about occupations should be continued, and students should be further acquainted with agriculture, business, industry and homemaking as a part of their general education. But some students should begin their specialized vocational education.

Did someone say that vocational education prepares only for simple tasks requiring little mental ability? This high school boy is learning to use modern industrial equipment for entrance into a skilled craft. Vocational training provides specialized or general training for a first job and enables competent workers to prepare for managerial or supervisory positions in their field.





Many senior high school students are still immature; some are irresponsible. Many do not know in which of the 30,000 occupations they will engage. Once out of school these young men and women may work in any part of the nation or the world. They may choose a life career or they may wander lifelong through a variety of occupations. Some are preparing definitely for college and are shaping their programs accordingly. Some are victims of unrealistic parental expectations. Some have opportunities for work experience outside of school in the occupations of their choice or in other occupations but many do not have experience in their chosen field.

James B. Conant, president emeritus of Harvard University, has urged that students face in the high school the alternatives they must face sooner or later. Many of the most serious problems of secondary education can be traced to a lack of goals for which the students are willing to work and sacrifice. Dr. Conant believes that vocational education in the high school helps many students to acquire goals that encourage them to achieve not only in the vocational subjects but also in all of their high school work. The facts support this belief.

**Whether a senior high school student should spend time, and how much time he should spend, in vocational courses depends upon the student and the occupation in which he is interested.** Many farm boys may well enroll for vocational agriculture in the senior high school since this will provide opportunities to use the knowledge and skills they acquired while enrolled and immediately after graduation.

Girls have similar opportunities to use skills and knowledge gained from homemaking education. The interests of some girls turn away from homemaking during this period to their later disadvantage; the provision of senior high school courses in homemaking helps to counteract this tendency.

Many girls and some boys have found profitable employment in the office and distributive occupations if they have received business education in addition to the general education a good high school can offer. Those who will work in the trades and industries need some specialized education

*H. M. Hamlin has been chairman of the division of agricultural education, University of Illinois College of Education, since 1938. He is also the coordinator of services for the college. Agricultural education and citizen committees have been topics of books by Dr. Hamlin. He has been, on several occasions, adviser to citizen committees for education. He was twice president of the Illinois Adult Education Association.*

in the senior high school that will help them make a successful start.

**Many graduates receive vocational training only in public schools.** We should recognize that a large segment of our high school graduates goes into farming, homemaking and small business and industry, where adequate training programs are not provided. These graduates are dependent upon the public schools for organized, systematic vocational education. We should not be overly impressed by the excellent training programs some large corporations provide; they are important in some situations, but they provide vocational education for only a small part of the population.

**Vocational education in the senior high school need not, and must not, interfere with basic education** or keep those from going to college who should go to college. All of the evidence indicates that students with some vocational education in high school, who have kept their programs balanced, do at least as well in college as others. The traditional "college preparatory" courses are not the only courses that may help to prepare for college.

**Postsecondary vocational education, too, demands increased attention.** While the beginnings of vocational training can be provided for many students in senior high school, we should recognize that vocational education can only begin there. But we have been very negligent about providing it in the public schools, except in our largest cities.

We may assume that the colleges and universities are not going to become vocational schools for the whole population. They will remain primarily vocational schools for the professions but will provide managerial

training and liberal education for some students. Skills and knowledge are demanded increasingly in our society; the unskilled are at an increasing disadvantage. Public school curriculums will have to be revamped to care for the publicly provided post-secondary vocational education of most of the population.

We need comprehensive post-high school programs and districts that are large enough to offer junior college credit courses for some, full-time vocational education for others, and general and vocational courses for adults as they will need them throughout their lives. It would be a tragedy if we settled for a haphazardly located, uncoordinated assortment of junior colleges, technical and vocational schools, and adult programs, which together would meet adequately the needs of only a part of our people.

Our American set of values demands that all Americans be productive and competent workers. An education that does not prepare for useful work is repugnant to the American people. In February 1958, Elmo Roper reported that a nationwide poll taken when the effects of the sputniks were most fully upon us indicated that 29 per cent of the people of the country wanted more general education in the schools but that 39 per cent wanted more practical and vocational education.

We should not be misled into believing that European schools, including those in Russia, neglect vocational and technical education. They don't. Unfortunately, many in Europe who receive a quite adequate vocational education are deprived of adequate general education. In this respect, as in many others, we should not follow the example of Europe.

We must not accept the idea that vocational education is only for the stupid and the misfits. Competent persons are needed in the nonprofessional fields as well as in the professions. Neither should we believe that a vocational course is inevitably a snap course. A course is tough if the instructor is tough and if his students are capable of taking a tough course.

But not all courses should be "tough." One of the good things about vocational education, properly administered, is that it can aid the merely trainable as well as the normal and the gifted. ■



Above: When an Alaska map is superimposed on a map of the United States, it covers an area one-fifth the size of the other 48 states. The U.S. flag displayed the 49th star on July 4.

IT isn't every day one has the chance to interview education's top man in a brand new state. Consequently we welcomed with much pleasure our recent visit with Howard Matthews, first commissioner of education for the state of Alaska.

That commonwealth began moving from territorial status toward full statehood on January 3, achieved full official standing with the addition of the 49th star to the U. S. flag on July 4. There are many misconceptions regarding Alaska, and we surmised that these carried over into the field of education. Commissioner Matthews, we were sure, could clear them up for us.

The almanac told us that Alaska covers an area of more than a half-million (586,400) square miles, with a wild interior still partly unexplored; that it is by far the most sparsely settled of the states, with an average of fewer than four and one-half persons a square mile. In 1957 its total population approximated only 211,000, despite a 77 per cent growth during the two preceding decades.

We knew Alaska had been discovered in 1741, bought from Russia in 1867, organized as a territory in 1912 (the year Arizona became the 48th state), and that Juneau is the capital.

An interview with

**HOWARD MATTHEWS**

by **LEO E. BUEHRING**

## **Alaska's**

Now we were to learn from Mr. Matthews about Alaska's educational program and its system of schools.

The commissioner is a patient man, apparently accustomed to questions about the "Last Frontier," which in their asking reveal a meagerness of knowledge. A modest and unassuming official, he is quietly persuasive in his eagerness to set the Alaska record straight.

Here are some of our questions and the substance of the commissioner's answers.

**How does the state department of education for Alaska differ from those of other states?**

In Alaska it is unique in that it not only provides the usual leadership and regulation for the state's program of education but also operates 105 public elementary and secondary schools as a school district-at-large.

These schools represent all units situated outside of the incorporated school districts (Alaska has no intermediate taxing units, such as counties or boroughs, except those maintained by the Bureau of Indian Affairs of the U. S. Department of the Interior).

All of the schools operated by the department of education bear the

**Alaska's commissioner of education helps clear up**

**misconceptions regarding the educational program**

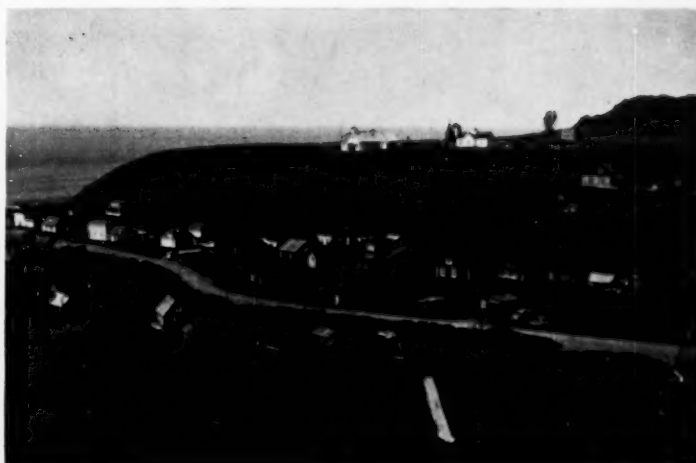
**of the newest state in the Union**

## **School System May Surprise You**

same relation to the commissioner of education as local school districts do to their administrators. We buy the pencils, paper, fuel oil, and light plants. We repair the roofs, hear the irate parents, perform the other services the local superintendent does. Some larger schools and the military bases' schools have superintendents who supervise locally the instructional program.

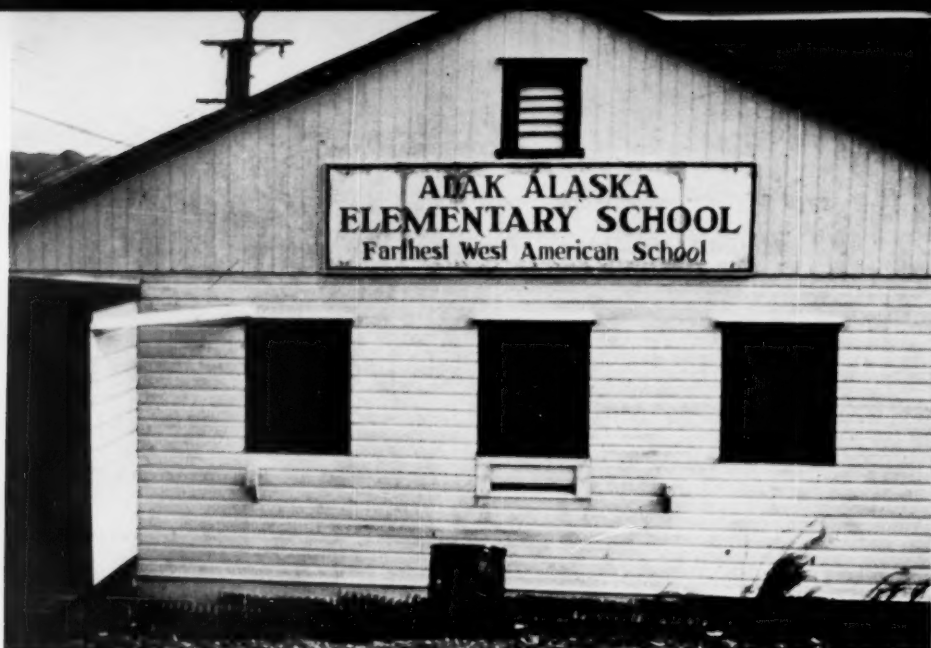
**How does the size of the Alaska school district compare with that of the other states?**

It covers an area one-fifth the size of the other 48 states combined. If we superimpose a map of Alaska on a map of the remainder of the United States, the most far-flung of our schools (Adak) falls on the California-Arizona border. The other extreme (Annette Island) touches the heart of South Carolina. Our northernmost



**Right, above:** Ninilchik Village, on Kenai Peninsula south of Anchorage, originally was established by the Russians during their period of ownership. **Right:** Aerial view of the main entrance to the new Ketchikan High School in Ketchikan.

**Right:** The Adak elementary school was the first military on-base school in the Aleutians. The structure had previously served the U.S. Air Force.



**Above:** At Allakaket elementary school, north of Fairbanks, pupils gather around the log cabin which they built to scale as a class project. **Below:** Pupils are instructed at Chugiak rural school, operated by the State Department of Education.



point is Kobuk. It aligns with a portion of northeastern South Dakota.

**How does the quality of education in Alaska compare with that of the other states?**

In a summary issued recently by the National Education Association, Alaska ranked 10th in the training and preparation of its teachers. The Alaska Department of Education has just completed a two-year testing survey in its 105 agency schools under a contract with Science Research Associates, Chicago, for scoring and technical assistance. The findings show that, with the exception of remote schools on the river systems and on the Aleutian chain (which comprise about 14 per cent and 9 per cent, respectively, of the school population of the department operated schools), our children equal or excel the national norms upon which the standardized test norms are based.

**Does your state have the usual school-related organizations?**

Alaska has a highly active statewide Congress of Parents and Teachers affiliated with the national association. The Alaska Association of School Boards also is well organized and is affiliated with the national. Some 63 per cent of Alaska teachers belong to the N.E.A., and about 70 per cent belong to the affiliated Alaska Education Association.



Below: Main School in Chugiak serves elementary students. Average class size in elementary schools is 25.



Below: Rear view of a primary school in Chugiak. A four-hour school day for primary pupils is required legally.



#### How do you employ your teachers?

In addition to the University of Alaska, every state in the Union, except Nevada, has contributed to our present staff of 1730 teachers. Most of the recruitment is by mail, although our supervisors and some district superintendents do visit placement bureaus, chiefly in the West, while traveling to participate in professional meetings.

#### How do teacher salaries compare?

We are second only to New York in teachers' salaries. However, the salary dollar needs to be adjusted to the cost of living. Because many necessities must be shipped to Alaska and other costs are high, the federal government considers the cost of living in Alaska to be 25 per cent higher than the cost for the other states. Accordingly, it has allowed federal employes a 25 per cent salary differential, which is tax-free.

State employes do not get this differential, nor can they deduct any percentage of living expenses from the gross salary for income tax purposes.

Minimum salaries of all teachers in Alaska are prescribed by state laws, but many school districts are paying from \$500 to \$1000 above the legal minimum. The law sets up minimum teachers' salaries for each of the four judicial divisions in an attempt to equalize salaries and living costs.

These minimums are: first judicial division, \$4500 to \$6900; third judicial division, \$4900 to \$7300; second and fourth judicial divisions, \$5200 to \$7600.

#### How do the administrators fare?

Legal minimum salaries for superintendents range from \$5300 in the first division to a maximum of \$9400 in the fourth division. Principals receive at least \$600 above the base pay they would receive as teachers. Head teachers receive at least \$300 above their base pay as teachers. Almost all districts pay administrators more than the legal minimum, and some pay their superintendents double the minimum.

#### How long is your school year?

Beginning normally on the day following Labor Day, the school year, including five legal holidays, extends over 180 days. For primary children the legal minimum school day is not less than four hours. For the other grades it is five hours, exclusive of intermissions. Most schools, however, operate on a straight six hour day.

#### What are pupil attendance requirements?

Attendance is compulsory for all children between the ages of 7 and 16 who live within 1½ miles of a school or a school transportation route.

#### How are the schools organized?

The educational pattern is K-8-4. All schools follow the same course of study and use textbooks from the officially adopted list. Teaching technics vary to fit the locality. All instruction is in English. Most schools have testing and guidance programs.

#### Are all subjects strictly academic?

No. Alaska participates in the co-operative program of vocational education sponsored under the federal Vocational Act of 1946 (George-Barden) and receives federal matching funds for programs in vocational agriculture, distributive education, home economics, trade and industrial education, and the fishing trades. The program is integrated in the general functions of the Alaska Department of Education.

#### What is the nature of the 105 schools operated by the state department?

Seventy-five are rural schools, eight are on military bases, and 22 are contract schools operated for the Bureau of Indian Affairs. About half of the rural schools are one-room (many are located in mining, logging and fishing villages), eight are single-graded, and eight are full-grade schools. The remainder are two-room to four-room schools.

Most of the schools operated directly by the office of the commissioner of education are elementary, but five have high schools. Staffs range from one to 50 teachers. (Cont. on p. 54)

Schools on the eight military establishments are mostly elementary, although high school teachers are employed on four bases.

#### **How many incorporated districts are there?**

There are 28 organized school districts with their own school boards in the state: 19 incorporated city districts and nine independent districts. They employ slightly more than 1100 teachers. Fourteen of the incorporated districts operate high schools accredited with the Northwest Accrediting Association. Four others maintain a less than four-year high school program. Teachers are employed by local school boards. In general, the administrative organization of the individual school is patterned after that of schools in the other states.

Organized school districts are semi-autonomous and operate under legislative mandate, implemented by rules and regulations of the state board of education in a manner similar to districts in other states.

All Alaskan public schools are maintained for children of all races. Schools operated by the state department and those in the organized districts together provide free public education to some 36,000 children in about 135 communities. A few smaller and more isolated villages still are without schools. For most of these children free correspondence courses are supplied under the supervision of a local person.

#### **Are there other schools in Alaska?**

Yes. In addition to the 105 public schools administered by the state department of education and those in the 28 organized districts, 77 schools are operated exclusively for native pupils: Indians, Eskimos and Aleuts. These units (including two boarding schools) are predominantly in the northern interior and northwestern areas. Administered by the U.S.

Bureau of Indian Affairs, they are federally supported and separate from the Alaska school system. The bureau also operates for native students, at Mt. Edgecumbe, a four-year accredited high school.

#### **Does Alaska have nonpublic schools?**

Yes, parochial schools of various denominations, and private schools. Mostly these serve elementary pupils, both parish and boarding. At Sitka the National Board of Missions of the Presbyterian Church operates an accredited high school, and a junior college. By law all private, denominational and parochial schools are required to make teacher certification reports to the state commissioner. He also provides eighth grade examinations in these schools before issuing the diplomas required for admittance to public high schools.

#### **What types of people comprise the Alaskan population?**

The 1957 population of 211,000 was made up as follows: 16,000 Eskimos, 14,000 Indians, 4,000 Aleuts, 47,000 military personnel, and 130,000 other civilians. Alaskans have come from all parts of the United States. Among the white population men outnumber women almost two to one, according to the 1950 census. Later estimates show a population of from 250,000 to 300,000, with the increase represented by civilian whites.

#### **Many think of Alaska as having an extremely cold climate. Is this true?**

In the interior of the state, low temperatures occur in winter, occasionally as low as 75° below zero. Summers are short and hot. Arctic conditions prevail beyond the Bering Strait. The Pacific Coast region is temperate and wet, with heavy rainfall during every month of the year. Southeastern Alaska seldom experiences zero temperatures even in winter.

The South Coast region, which faces the Gulf of Alaska, has a colder and drier climate than the Panhandle but is sheltered from the cold northern winds by walls of mountains. Approximately 80 per cent of the white population of Alaska resides in the Panhandle, the South Coast section, or southeastern Alaska, with probably one-third in the Anchorage service area.

#### **How do you get supplies to the schools scattered over such a large district?**

Transportation to Alaska's interior is chiefly by air, although surface cargo is able to service most of the Aleutian chain and the Bristol Bay and Seward Peninsula areas. Road and rail service is available to the schools around Anchorage and Fairbanks and intermediate points. Pupils get to school by sled, school bus (which may be transported part of the way by boat), and other conveyances.

#### **How have schools in Alaska been financed?**

In the past from the following sources: territorial school tax, Alaska game commission, forest reserve fund, mineral leases, and other sources, including grants in aid, but approximately 59 per cent by direct appropriation from the territorial general fund. Funds for transportation, tuition and administration, and for the support of all rural schools have been derived from territorial sources, with the exception of on-base schools and others specifically provided for by federal law.

For the support of schools within incorporated districts, the territorial contribution has ranged from 62 to 93 per cent with 7 to 38 per cent furnished by the local school district.

Schools for native children, administered by the Bureau of Indian Affairs, are financed entirely by the federal government. For schools on military bases there is federal support under Public Law 874.

#### **What effect will statehood have on school financing?**

It is difficult to know. We have every reason to believe that the Alaskan people, dedicated as they are to a high quality of educational opportunity for boys and girls, will be willing to tax themselves to the extent that is necessary to assure an adequate school program. ■

*Prior to his appointment as Alaska's commissioner of education last April, Howard Matthews had for one year been assistant commissioner and director of vocational education. He was elementary principal of the Anchorage School District for two years before joining the Alaska Department of Education in 1955 as high school supervisor and coordinator for vocational education. A native of Montana, Commissioner Matthews received his elementary and secondary education in the public schools of Burley, Idaho, and spent eight years in that state as high school teacher and principal.*



# Interest Inventories

## Help Selection of Candidates

### for Teaching Profession

PERCIVAL M. SYMONDS

Professor of Education, Teachers College, Columbia University

**Intelligence and  
aptitude tests  
only indicate  
potentialities; effect  
of personality  
defies measurement**

ANY program for the recruitment, selection or guidance of future workers in the field of education would do well to consider using two types of measures: tests of *ability* and tests of *interest* or *motivation*. A general intelligence test may be used to select individuals who are above some desired level of competence and ability in general. The results of studies seem to indicate that it is *not* possible to differentiate degrees of competence within the field of teaching on the basis of ability.

To guide a young person in the selection of his vocation or his profession one would use a *general inventory of interests*. To help a young person further find the kind of work within the field of education to which he is best suited in terms of interest, one would use a *specialized interest inventory* adapted to this purpose.

The first clear indication that ability was a factor in occupational choice came out of the testing with Army Alpha in World War I. The analysis of data from this test demonstrated that there is a hierarchy of occupations according to the intelligence or ability acquired.<sup>1</sup>

The same findings have been duplicated in World War II<sup>2</sup> and also in civilian life.<sup>3</sup> These findings naturally raised the question as to whether it would be possible to differentiate between occupations in terms of special or differential aptitudes.

An early study by E. L. Thorndike<sup>4</sup> gave the answer, No, with the con-

clusion that it is not possible to differentiate between occupations by means of aptitude tests. But Thorndike's results have not daunted research workers who believe they are to be explained by inadequate criteria of success on the one hand and inadequate tests on the other.

The opportunity to test the ability of aptitude tests to differentiate between occupations on a large scale did not occur until after World War II, when E. L. Thorndike gained access to the test results of the American Classification Test Battery given to air force cadets. He has also been able through correspondence to get in contact with more than 10,000 of those who were tested in order to ascertain their present occupation.

Two main types of conclusions can be drawn from this extensive study. First Thorndike and Hagen found that differential aptitude tests will not tell how prosperous or happy a man will be in his occupation. In other words, from these tests it is impossible to distinguish the better paid or the more contented members of an occupation from the less prosperous or less happy. One cannot explain away the results of this study by calling the tests inadequate, as they were about as extensive and well prepared as was feasible in the days of World War II. But income may still be a poor measure of vocational success or usefulness.

Thorndike and Hagen found, in addition, that these differential aptitude tests did differentiate between some



Percival M. Symonds has been at Teachers College, Columbia University, since 1924, moving up from assistant to associate to full professor of education. He served for four years as chairman of the division of theory and techniques of measurement and research and for five years as head of the department of research methods. At Columbia he received his Ph.D. in educational psychology under Edward Thorndike. Dr. Symonds is the author of many books in the fields of psychology and guidance and has done special research in these areas. He was the 1956-57 president of the American Educational Research Association.

occupations in terms of the pattern or profile of scores of the several subtests making up the battery. (Results of their study will soon be available in a book, "Ten Thousand Careers," John Wiley and Sons, publishers.)

The results from the testing of the two World Wars indicate that teachers as an occupational group stand high on the scale of general intelligence. Oddly enough, the evidence is also quite overwhelming that within the teaching profession superior teachers cannot be differentiated from ineffective teachers by any measure of general or special aptitude. It is true that Flanagan found that the National Teacher Examinations, an aptitude test for use in the selection of teachers, yielded substantially high validity coefficients.<sup>7</sup> Ratings of 49 teachers in 22 school systems by two supervisors and five of their students on "over-all judgment of teachers' general effectiveness and desirability" correlated +0.51 with the national examinations.

But later studies have not corroborated this early report. Delaney, using supervisors' ratings in Elizabeth, N. J., as a criterion of teaching success, found a correlation of +0.167 with the common examination, a part of the National Teacher Examinations, and a correlation of +0.266 with the optional test in elementary education.<sup>8</sup>

Yaukey and Anderson, summarizing 11 studies of the correlation between scores on a professional test and teaching success in the field found the median correlation to be +0.26.<sup>9</sup>

I have summarized 11 studies relating measures of general intelligence with teaching success and found the average correlation to be +0.15. The results of these several studies indicate that teaching competence is related to general ability to a *very limited degree*. The relationship is not high enough to permit tests of ability to serve as very reliable guides in predicting teaching competence.

One must conclude from these studies both in general and in the teaching profession that whereas occupations differ in general in intellectual level, it is not possible to differentiate or predict degrees of success within a profession or occupation — teaching in particular — on the basis of general intelligence or specific aptitude. This means that one may use a test of ability, either general ability (intelligence) or specialized ability (aptitude), in order to *select* teachers from among people in general, but it is not possible to determine which persons will become more effective teachers by using any present ability test.

A new and more elaborate "assessment" method for evaluating and eventually (it is hoped) for selecting school administrators is being developed by Educational Testing Service in collaboration with Teachers College, Columbia University. Still in try-out form, "the technic involves thoroughly briefing a principal on the nature of a simulated suburban elementary school and the community of which it is a part, and then asking him to handle a variety of tasks he would typically face as the new principal of the school. In the week-long test, the principal is asked to solve typical problems presented to him realistically by means of movies and tape recordings as well as by letters, memoranda and reports."<sup>10</sup> Results are not yet available.

#### Personality Defies Measure

Apparently differences in teaching effectiveness depend on personality characteristics that defy measurement by existing tests. That personality differences determine in large measure the difference between more and less competent teachers was the outcome of one study I conducted in a suburban junior high school.<sup>11</sup> In another study I found that more or less effective teachers can be differentiated by

the Rorschach Test, although this device cannot be used as a practical measure for teacher selection.<sup>12</sup>

Motivational factors in occupational choice have been successfully tested by measure of interest. But whereas measures of *aptitude* provide indications of an individual's *ability* or competence in any field of work, measures of *interest* yield some indication of the basis of *choice* and the degree of satisfaction that an individual will find in any occupation. Super has stated that "success in an occupation is related to interest in some fields, but not in others. When the work is such that congeniality or its lack can seriously affect devotion to duty, interest seems to be related to success."<sup>13</sup>

One should not look to measures of interest and motivation to predict *success* in an occupation, but rather the *choice* of the occupation. This was indicated many years ago in the development of an interest questionnaire for high school boys by one of my students, O. K. Garretson,<sup>14</sup> and my subsequent use of this questionnaire.<sup>15</sup>

It was found in this study that success in high school correlated substantially with intelligence tests but not at all with interest questionnaires. On the other hand, boys in different curriculums could be differentiated quite sharply by interest questionnaires, but not at all by the intelligence tests. These conclusions were drawn to be used in guiding high school boys:

1. In helping a boy to choose his high school curriculum, determine his interests by means of a questionnaire that samples many activities.

2. In predicting how well he will succeed in the curriculum of his choice, use tests of ability. Use a general intelligence test for indicating his success in any curriculum; use special prognosis or aptitude tests for predicting his success in special subjects.

The situation with regard to success and choice in education and in a vocation are not precisely parallel. In education, achievement is a function of ability but not of interest, whereas choice of curriculum is a function of interests but not of ability. But with regard to vocation, success apparently has a negligible correlation with ability; choice of occupation is related to differences in ability and interests.



To help a young man or woman choose a vocation or profession such as education, determine his or her interests by means of a questionnaire sampling a wide variety of activities. Also he may be advised against going into education if his ability as measured by a test of general ability fails to meet some minimum standard.

Of the many tests of general ability now available only a few test the upper ranges of intelligence that one would use in selecting teachers. One of these is the American Council on Education Psychological Examination (ACE) for College Freshmen.<sup>14</sup> A new form of this test is published every year. The test yields scores for (C) Language (Q) Quantitative and Total. Norms are available a year later for these ACE tests after results of the previous year have been reported.

Another power test for use on the college level is the Lorge-Thorndike Intelligence Tests.<sup>15</sup> The National Teacher Examinations, already mentioned, have been prepared specifically for use in the selection of teachers.<sup>16</sup>

Of the general interest inventories which may be used for vocational guidance are the Vocational Interest Blanks for Men and Women by E. K. Strong; the Kuder Preference Record; the Occupational Interest Inventory by Lee and Thorpe, and the How Well Do You Know Your Inter-

ests by Executive Analysis Corporation. The oldest and, I believe, the most useful of these interest inventories is the Vocational Interest Blank by E. K. Strong.<sup>17</sup> According to latest information, the Strong Inventory can now be scored for 47 men's occupations and 28 women's occupations as well as for interest maturity, occupational level, specialization level, and masculinity-femininity. One disadvantage to the Strong Inventory is that the scoring is so long and difficult that it cannot be done by hand economically, but services are available for machine scoring at reasonable cost.

Closely following in usefulness and perhaps exceeding in popularity is the Kuder Preference Record.<sup>18</sup> The Kuder has the advantage of being scorable by hand. However, it does not yield scores in terms of occupation, but in terms of interest areas such as outdoor, mechanical, scientific, artistic. These have obvious vocational implications. The author provides tables in the manual accompanying the Preference Record that helps to translate a profile in terms of many occupations.

On the West Coast the Occupational Inventory constructed by E. A. Lee and L. P. Thorpe may be better known.<sup>19</sup> This inventory may be scored either by hand or by machine to yield three groups of scores in terms of fields of interest, types of interest, and

level of interest. Like Kuder, keys are not directly in terms of occupation, but profiles are keyed to occupations.

A fairly new Interest Inventory has the title, "How Well Do You Know Your Interests," and is the work of T. N. Jenkins.<sup>20</sup> This elaborate inventory is set up to yield 55 scales that have been classified into 10 vocational interest domains. The scoring may be done by hand by using templates.

A recent development is the construction of interest inventories to help in the guidance and advisement within a given profession or industry. One such instrument is the Educational Interest Inventory by P. M. Symonds and others.<sup>21</sup> This Educational Interest Inventory may be used in the guidance, selection and recruitment for special positions within the field of education. It can be scored to yield 10 scales representing elementary teacher, high school teacher, college professor, elementary school principal, high school principal, superintendent of schools, supervisor, counselor, psychologist and research worker. While the administrative and teaching positions do not differentiate on the basis of interest, it was found in the standardization of this instrument that teacher, administrator, counselor, supervisor, psychologist and research worker can be sharply differentiated on the basis of interest. ■

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# Teacher Speakers Bureau Brings Warmth

HELEN A. BICKEL

FRANK GROTE Jr.



Above: Speaking program inspires cartoon in *Elizabeth Daily Journal*. Below: Thomas Quinn reports on sports to service club at Edison High.



**I**F THE citizens of Elizabeth, N.J., know more about their schools than do citizens in most communities, it is because three years ago teachers undertook to give their city a much needed service: a speakers bureau.

Since then part of the program problem for many civic, church, P.T.A. and fraternal organizations has been solved as more than 200 speaking engagements have been filled by local teachers, members of the Elizabeth Education Association's speakers bureau.

Beyond this have been other benefits. Teachers and administrators have had a rich opportunity to widen their acquaintanceships with the citizens by sharing their experiences and their study in many fields, and, through better acquaintance with the teachers and their work, citizens have come to know their schools better. Today, it is generally agreed the experiment has more than lived up to the expectations of its founders, and the service is still growing.

First thoughts of such a public service as a teachers speakers bureau came in the fall of 1956. Parent-teacher associations seemed to be in constant need of interesting and informative speakers, and it occurred to the teachers that they could organize a group within the education association that would help satisfy P.T.A. and other group needs.

Supt. J. Harry Adams was enthusiastic about the plan. The association's executive board recognized the public

relations value of the project and unanimously agreed to underwrite the cost of brochures. The public relations committee, backed by the superintendent and the association, tackled the problem. Would enough teachers volunteer to fill speaking engagements without remuneration?

## Teachers Respond to Challenge

At the next association meeting the chairman urged members to volunteer their services. Flyers distributed to all education personnel elaborated upon the plan and the procedures to be followed, and requested suggestions of topics and of biographical data from prospective speakers. A little "friendly persuasion" was needed, but the response was good. Fifty-two music lovers, travel and hobby enthusiasts, educational consultants, special teachers, and area supervisors agreed to prepare talks.

The committee now went to work in earnest. An attractive brochure was prepared and mailed to more than 200 organizations in the city. Copies were sent also to the state university and to the state teachers colleges. The speakers bureau of the Elizabeth Education Association was a reality. How would the public react? Would citizens be interested? Would the topics appeal to them?

Speakers and topics were listed in the brochure under five general headings: travel talks; entertainment, hobbies and recreation; general education; topics concerning Elizabeth's public schools, program of studies, and special services; sports and athletics. Contacts for speakers were to be made on a person-to-person basis, rather than through a central agency.

Frank Grote Jr. is principal of Christopher Columbus School and chairman of the speakers bureau committee of the public relations committee of the Elizabeth, N.J., Education Association. Helen A. Bickel is a social studies teacher at Grover Cleveland Junior High School, and co-chairman of the bureau committee.

# to Community Relations

The following titles illustrate the variety of interests represented: "Around the World in a Few Minutes," "Three Centuries of Violin Music," "What I Saw in Israel," "An Evening of Dramatic Readings," "Collecting As a Hobby," and "What Your Educational Dollar Will Buy." Other subjects listed included: "Daddy Looks at Kindergarten," "What the Schools Are Doing for the Handicapped Teen-Ager," and "College Admission and Scholarships."

## Public Approves Venture

Two weeks after the brochures were mailed, in January 1957, the first speaker's name appeared in the *Elizabeth Daily Journal*; his talk had been given before the Kiwanis Club. Next day the Parent-Teacher Association of School 14, the Lions Club, and the women's society of one of the churches called for speakers.

The public did want to hear us. We had started something.

The speakers expressed pleasure in the experience and great satisfaction in being well received. Margaret R. Whaley of the Elizabeth public library called the bureau a "valuable community contribution." The board of education unanimously adopted a resolution commending the association, and congratulating the education staff on active community interest "above and beyond the call of duty."

By the fall of 1957, when various organizations announced programs for the year, many names from our speakers bureau appeared on them. When the first supplement to the brochure was published, with 20 new speakers added to the original list, the *Journal* paid tribute to the educational staff in an editorial and with a cartoon.

In a brief survey conducted during the fall of 1958, it was found that most of the teachers listed in the speakers bureau brochure were willing to continue as speakers. New volunteers filled in the gaps left by those who were retiring or withdrawing. Speakers and organization program chairmen alike were enthusiastic about the results achieved. Letters again were mailed to the organizations, calling their attention to the brochure, and again offering them the services of the speakers listed. Once more the response was favorable.

In time for distribution this September the committee planned a complete revision of the brochure. The main topics are similar and the person-to-person procedure for obtaining speakers has been retained.

## Consider Project Success

Teachers are convinced that their speakers bureau has taken hold and that its value to the city and its schools will continue to increase. The Elizabeth Education Association's president, Elsie G. Charron, stated recently that in terms of public service and professional satisfaction, the organization has been more than repaid for the efforts put forth and the low financial investment made. While there are numerous ways in which professional teachers' organizations can help to improve school public relations, none is more effective than a speakers bureau in which a large number of talented teachers actively participates, she declared.

People have begun to regard the teacher as an individual with many interests, rather than as a stereotype. Heightened public interest in teachers and schools have resulted. ■

## Local Appreciation

### President, Lafayette P.T.A.:

The idea of the speakers bureau is excellent. That the speakers are interesting and well qualified in such varied fields adds a great deal to adult education.

### Program Chairman, Lions Club:

We have invited Herbert Kraft to be our guest speaker at our regular luncheon meeting. If we may, we should like to have other speakers from your bureau during the coming months, because those we have had in the past always have had a fine message and an enlightening outlook on the work of our school system.

### President, Council of P.T.A.'s:

P.T.A.'s have been most benefited because their task of programming has been materially lightened. Local groups have been able to get people who are informed, able and understanding to come to their schools without cost to explain many problems. I have had the pleasure of hearing at least a dozen of these speakers and have found them uniformly excellent.

### President, School 23 P.T.A.:

We found your speakers extremely worth while. Each spoke on his special field of service in the school system. Many of our parents were unaware of the wide opportunities offered, as in the case of the handicapped.

### President, School 19 P.T.A.:

He was terrific. He spoke on hobbies. His collection inspired us. Not only can parents learn a great deal from this man, but his knowledge should reach the children in our school system.

### President, American Association of University Women:

I saw your brochure last year and thought it most excellent. It made me proud of our teaching staff.

### Elizabeth Daily Journal:

With so much misunderstanding current, the education association's new list of teachers registered with the speakers bureau becomes a particularly important announcement.

The choice of subjects is as varied as is the number of registrants and the variety of university degrees they hold, which not only lend authenticity to their lectures but must leave thinking folks wondering when the true place of the educator in our attentive community of homes will be properly acknowledged.

# N.E.A. Debates Segregation

**Representative Assembly, meeting in St. Louis,  
rejects strong stand against segregation**

**ARTHUR H. RICE**

**A**FTER two hours of tense debate, the representative assembly of the National Education Association did not budge one word from its 1958 position on segregation. Efforts to push this organization of more than 665,000 teachers into a stronger stand against segregation faded when a resounding voice vote turned down a minority resolution. (See opposite page for wording of both resolutions.)

For five days, from June 28 to July 3, some 5700 delegates and as many nondelegates talked, listened and read about integration, as they attended the 97th annual meeting of the N.E.A. in St. Louis.

The determination of this organization to avoid any action that would

create a major division within its membership found expression in a standing ovation to Forrest Rozzell, executive secretary of the Arkansas Education Association, following his plea at the business meeting Friday afternoon. Said Secretary Rozzell: "We are concerned with something more than a mere academic problem. Whether segregation be in Little Rock, New York or St. Louis, we know the problems of segregation cannot be solved by resolutions passed here."

## **Milder Amendments Defeated**

The sentiment of many Southerners also was voiced by the executive secretary of the Virginia Education Association, Robert F. Williams, when he

said: "This resolution gives us a framework in which we can work to preserve public education in this country."

Four "milder" amendments to the resolution, introduced by delegates from Oregon, also were emphatically defeated.

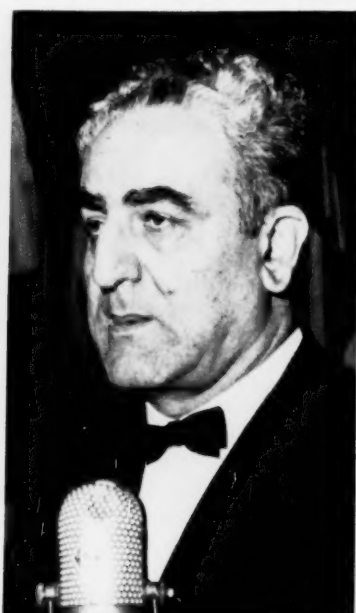
The battle over integration dominated the entire convention, from the president's address at the first general session Sunday evening to the exhausting hours of debate on resolutions at the fourth business meeting Friday afternoon and early evening.

Anticipating the debate that was to follow, President Ruth A. Stout admonished the Sunday evening audience that "whatever action we take in

W. W. Eshelman, Fort Washington, Pa., takes gavel from Ruth A. Stout.



U.N. President Charles Malik speaks.





this convention must be such as to permit all professional teachers and affiliated organizations to continue their membership and full participation in the activities and the services of the National Education Association."

This fear that a strong stand against segregation would cost the N.E.A. heavily in lost memberships from the Deep South was by no means imaginary. Segregation within the profession itself is practiced in more than a dozen southern states where the white and Negro teachers have separate teacher organizations.

An indication of this attitude was the statement of Ed. Henderson, executive secretary of the Florida Education Association, at the open meeting of the resolutions committee Monday. Said Secretary Henderson: "The present resolution indicates some knowledge of the problem, but it does not make it more difficult for us to exercise our leadership. I can defend this resolution, but if I go home under a more vigorous statement, I must repudiate my membership in the National Education Association or lose my ability as a leader."

In defense of the official position of the N.E.A., President Stout said: "I beg you to remember that we are representative of 50 states and the territories, that we do have differing opinions and problems, that we have differing degrees of the same problems, and differing attitudes and backgrounds of experience. We do also, I believe I can safely say, have the same ultimate goals. The resolution of 1958 [readopted later in 1959] is not the sounding brass and tinkling cymbal that some would have us believe, if you read it carefully."

#### **Dr. Stout's Personal Stand**

In expressing her own opinions, however, President Stout took a more positive stand than that of the N.E.A. resolution. In her presidential address, Dr. Stout said:

"As teachers, as members of the National Education Association, we must be concerned with what has been one of the most tragic events in the history of our nation, the closing of public schools in some sections of our country. . . . As teachers we must be concerned that every child has a chance to be educated in a public school. As members of our professional association, we also have a concern

that teachers be protected in terms of their professional rights and their rights as citizens. As teachers and citizens we also have the responsibility of teaching respect for law, and of respecting law ourselves, not static but dynamic law.

"Through duly constituted processes, we have the right to work to bring about change in laws we may think are wrong. We do not have the right to repudiate existing law. Without respect for law in this land, we have nothing. . . .

"Differences of feeling, attitude, opinion, conviction cannot be legislated. Changes in these are in the realm of the 'unenforcibles.' In the educative process lies the only hope ultimately for change genuine enough to be enduring and consistent with democratic theory. . . .

"As we consider later this week the

resolution on this very crucial problem, let us be sure that what we say will have the effect we want it to have. If we cannot be sure of this, let it be left unsaid. Too often we impute cause-effect relationships where they do not necessarily exist. Too much is at stake at this moment in terms of the welfare of the children of the nation, the respect with which the democratic society may be held in other nations, in fact, its very survival, for us to say anything that would be better left unsaid."

#### **Committee Hearing Packed**

"No resolution that the N.E.A. can adopt will change the picture in Arkansas." This was the warning of Secretary Rozzell of the Arkansas Education Association expressed at the hearing on the resolutions Monday afternoon. More than 700 people

## **N.E.A. Resolution on Integration**

### **Adopted**

The National Education Association recognizes that integration of all groups in our public schools is a process which concerns every state and territory in our nation.

The Association urges that all citizens approach this matter of integration in the public schools with the spirit of fair play, good will, and respect for law which has always been an outstanding characteristic of the American people. It is the conviction of the Association that all problems of integration in our schools are capable of solution at the state and local levels by citizens of intelligence, sanity, and reasonableness working together in the interests of national unity for the common good of all.

### **Rejected\***

The National Education Association believes in equal educational privileges for all children without distinctions based upon race, religion or national origin, either in the opportunities extended to the pupils or in the selection of their teachers.<sup>1</sup>

The Association urges all those in authority in government, no less than the average citizen, to abide by the laws including the "new charter" of human freedom, the 1954 decision of the Supreme Court in the school desegregation cases.<sup>2</sup> The Constitution of the United States is what the judges say it is. Decisions of the Supreme Court may not be successfully defied without great damage to the body of the American people. Respect for law, an outstanding characteristic of our people, must be preserved.<sup>3</sup>

We commend those teachers, school administrators, and other citizens who by their efforts have made orderly integration possible.<sup>4</sup> We recommend that professional organizations affiliated with the National Education Association be urged to integrate and that no such organization discriminate on account of races.<sup>5</sup> It is our conviction that problems of integration in our schools are capable of solution at local, state, and national levels by citizens of intelligence, sanity, and reasonableness working together in the interests of national unity for the common good of all.<sup>6</sup>

\*Submitted by Fred J. Clark, Stockton, Calif., and Walter Ludwig, Mamaroneck, N.Y., members of the N.E.A. resolutions committee.

<sup>1</sup>From Paragraph 1 of resolution on integration prepared by California N.E.A. Relations Commission and endorsed by California Teachers Association, April 11, 1959.

<sup>2</sup>From Virginia Education Bulletin, September 1958.

<sup>3</sup>The N.E.A.'s 1958 resolution on integration.

<sup>4</sup>From resolution on integration adopted by the house of delegates, New York State Teachers Association, Nov. 24, 1958, "school administrators" excepted.

<sup>5</sup>From resolution adopted by board of trustees, Oregon Education Association, Jan. 10, 1959.



Educational Policies Commission at a press conference (l. to r.): A.A.S.A. president, Martin Essex of Akron, Ohio; Commission Chairman, Benjamin Willis of Chicago; Virgil M. Hancher, president, State University of

Iowa; Arthur F. Corey, executive secretary, California Teachers Association; William G. Carr, N.E.A. executive secretary; Ruth A. Stout, N.E.A. president, and across the table, Finis E. Engleman, executive secretary, A.A.S.A.

wound their way through corridors and stairways to find Room 4 where the resolutions committee was conducting an open meeting.

Said Mr. Rozzell: "The issue we face in the South cannot be solved by logical resolutions, however worded. Do not put us in a position of being dominated by the N.E.A. Would a resolution from the N.E.A. mean any more than a Supreme Court decision itself? The leadership in our situation must come from within the state. The current resolution of the N.E.A. is a firm commitment. It represents all the N.E.A. can do in its power to help the situation in Little Rock."

#### Integrationists Speak

At the same hearing, those who opposed the wording offered by the resolutions committee said it was a "victory for the segregationists."

Referring to the convention slogan, which declared that "quality teaching opens windows on the world," Fred J. Clark of Stockton, Calif., asserted that education should "open some doors right here at home."

Another Californian, Charles J. Sudeth, Negro principal of an elementary school in San Pablo, Calif., argued that the official wording "represents a victory for those who favor segregated schools." In fact, he said, "with schools being closed and Negro teachers being dismissed, it is an aid to communism itself."

"The N.E.A. wants to stand still; its resolution does not square with the times. All we are asking is that the N.E.A. recognize there is a crisis," said Walter Ludwig, a teacher of

social sciences in Mamaroneck, N.Y. Mr. Ludwig and Mr. Stockton of California are the members of the N.E.A. resolutions committee who submitted the minority report that was turned down by the assembly on Friday.

#### Press Calls Stand Weak

Townpeople and the press got into the argument. The *St. Louis Post Dispatch*, itself in the midst of the segregation conflict, commented editorially:

"The goal of the N.E.A. ought to be, it seems to us, to do its part in implementing with all 'deliberate speed' — to use the Supreme Court's words — the national policy that racial discrimination has no place in tax-supported education. That this national policy is not everywhere accepted

everyone of course knows. But it spreads from month to month, as the latest news from Little Rock bears witness. If the N.E.A. as a vast professional organization of educators can help with a reasonable, fair and constructive statement, well and good. Surely there would be no harm in a moderate effort, undertaken in a spirit of good will and good faith. Let it always be remembered that the word 'educate' comes from two Latin words, *e* and *duco*, meaning to 'lead out.' Whenever educators cease 'leading out' they cease being educators."

#### Other Resolutions

Those who disagree with the N.E.A.'s official stand on merit rating also fought a losing battle. The 1959 resolution is essentially the same as the 1958 wording, with merit rating being defined as "the use of subjective methods of judging the quality of teaching performance."

A similar resolution was adopted early in the week at the meeting of the N.E.A. Department of Classroom Teachers. Futile efforts were made there, too, to qualify the official stand that "plans which base teacher salaries upon such subjective ratings are to be vigorously opposed." The proposed amendments would have added the thought, "plans which are *entirely* or *solely* based on subjective ratings."

However, the N.E.A. delegates toned down slightly the last sentence of the 1958 resolution on merit ratings so that instead of saying "plans which tie salaries to such subjective ratings are to be vigorously con-

(Continued on Page 98)

John W. Gardner, president of the Carnegie Corporation, suggests the "only worthy path to our survival."



A MAJORITY vote in favor of allowing religious and fraternal organizations and other groups to use public school property was cast by administrators who answered this month's opinion poll.

At the same time, these gentlemen specified that such use should be limited, and most of them drew up their own list of restrictions. Sixty-eight per cent said they would grant limited use of school buildings and grounds to fraternal organizations, and 64 per cent would give similar permission to religious groups.

Sentiment varied greatly by regions. All Illinois voters and the majority of respondents from Texas, Ohio and Michigan said they would allow outside groups to use school facilities. The greatest opposition came from California and Wisconsin, where superintendents rejected the practice by a 4 to 1 ratio. Two states, New York and Pennsylvania, each cast an equal number of ballots pro and con.

"Outside organizations should be allowed to use public school property on special occasions, but not as a regular meeting place," maintained a Pennsylvania superintendent, voicing the opinion expressed by other schoolmen from Texas, Oklahoma, Missouri and Minnesota.

An Ohio superintendent gave this advice: "If school property must be used, then it should be engaged by a responsible person who is known in the community."

"Use of public school buildings and equipment by outside groups should not interfere with the regular school program or the extracurricular activity of pupils," declared a New Jersey administrator.

A New York respondent explained the policy followed in his district. "All organizations in the district are allowed to use school property, but equipment may not be taken from the school area."

His state supreme court's decision that boards of education and school districts may be held liable for accidents resulting from negligence raises a new question in the mind of an Illinois respondent. "This may change our policy regarding the use of school property by groups not connected with the public schools," he said.

Many superintendents would place a restriction on the use of public school property for certain types of use. Yet

32 per cent of the respondents said they would permit religious worship in public school buildings.

"School districts should permit religious worship on school property for special occasions only," declared a Pennsylvania superintendent. He listed Christmas and Easter as the special occasions.

More than half of the schoolmen, 56 per cent, would allow outside groups to use school property for social or recreational purposes. Only three organizations — the P.T.A., the Boy Scouts, and Girl Scouts — would be granted continuous use of school property, in the majority opinion.

"Community groups not affiliated with public schools should not have permanent use of school facilities. Permission should be granted only by special request for dinners, plays or concerts," a New Jersey schoolman specified.

"Church sponsored softball, basketball and football leagues should be allowed to use public school athletic facilities — only if they have no facilities of their own," an Ohio administrator advised.

"Religious organizations can use school property as long as they limit their use to instruction," states a Wisconsin administrator. Forty-three per cent of the respondents took this point of view.

When the superintendents were asked if religious groups or other or-

ganizations should be charged for the use of school property, opinion varied and the list of regulations grew longer.

Thirty-nine per cent would charge religious organizations for using school buildings for worship, but 34 per cent would not. More than one-fourth of the superintendents, 27 per cent, expressed no opinion on this question.

Thirty per cent would charge organizations for using school property for nonreligious instruction, and 51 per cent said they would not charge.

"We feel that churches are a part of our community and give us excellent support," stated a Kansas schoolman. "Therefore we permit the use of our school facilities with a rental fee."

Organizations that use school property for social or recreational purposes should be charged, 75 per cent of the respondents ruled.

"Outside groups should be charged depending upon the availability of suitable facilities for carrying on the activity within the town," according to a Massachusetts administrator.

"Organizations should pay for the use of school buildings if a charge is to be made for admission," advised a Pennsylvania schoolman. "If no admission charge is asked, then groups should pay for maintenance and custodial services only," he added.

Ninety per cent of the respondents favored charging fraternal organizations for use of public school property.

## OPINION POLL

### USE OF PUBLIC SCHOOL PROPERTY

1. As a question of policy, do you believe that religious organizations or groups should be permitted to use public school property?

Yes \_\_\_\_\_ 64%      No \_\_\_\_\_ 36%

2. If so, for which purposes would you grant permission, and would you charge for such use?

Religious worship \_\_\_\_\_ Approve: 32%

Charge: Yes \_\_\_\_\_ 39%      No \_\_\_\_\_ 34%      No opinion \_\_\_\_\_ 27%

Social or recreational purposes \_\_\_\_\_ Approve: 56%

Charge: Yes \_\_\_\_\_ 75%      No \_\_\_\_\_ 21%      No opinion \_\_\_\_\_ 4%

Nonreligious instructional use \_\_\_\_\_ Approve: 43%

Charge: Yes \_\_\_\_\_ 51%      No \_\_\_\_\_ 30%      No opinion \_\_\_\_\_ 19%

3. Do you believe that fraternal organizations should be permitted the use of public school property?

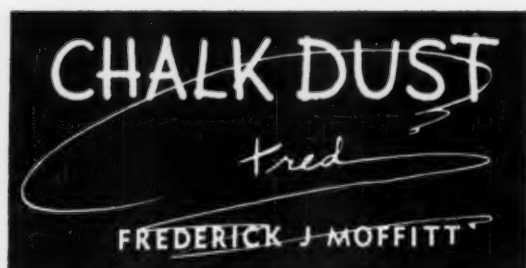
Yes \_\_\_\_\_ 68%      No \_\_\_\_\_ 27%      No opinion \_\_\_\_\_ 5%

4. If so, would you charge for such use?

Yes \_\_\_\_\_ 90%      No \_\_\_\_\_ 8%      No opinion \_\_\_\_\_ 2%

Based on a 4 per cent proportional sampling of all school administrators in continental United States, this survey brought a 38 per cent response.





## WATCH YOUR D.I.

or Summer Soliloquy

AMONG THE more important public servants who have much in common are the school administrator and the weatherman. As predictors of things to come, they are equally subject to public wrath and indignation. Their observations are largely based on science, prophecy, history and guesswork, and no matter how much they stir the ingredients, they are bound to offend someone. Even when their prognostications are correct, they fail to win approval because humanity, except for the school census taker, isn't much interested in the future.

However, there is an important lesson for all schoolmasters in the recent storm of indignation unwittingly aroused by our weathermen. In an attempt to establish a more scientific attitude toward the weather or else in that unhappy moment of introspection common to prognosticators and school administrators alike, the weathermen thought up a more scientific nomenclature to intrigue the public. This new measurement they called the Discomfort Index. In simple words, the Discomfort Index is the sum of the temperature and humidity multiplied by four-tenths and increased by the constant factor 15. Primarily, it is expected to be a sort of weather I.Q., encourage the sale of shorts, and help cut a person down to size when he asks if it is hot enough for you. All school administrators who have ever attended classes in educational measurement will understand what the bureau was trying to do.

As might have been expected, this scientific assault upon the American people met with disaster, protests, reprimands and physical assaults. And its name had to be changed. The lesson is clear for school administrators. Never make fundamental changes in either nomenclature or scientific advance without months of preparation. This includes changes in the curriculum, the school budget, the color of report cards, and the date of the annual school meeting. Such changes, if made without considerable warning, will vitally affect the

personal Discomfort Index of any school superintendent and may well cause unexpected whirlwinds or cyclones.

As a matter of fact, the average school administrator knew about the Discomfort Index long before any weatherman ever thought of it. His own Discomfort Index has little to do with temperature, humidity or weather in general. His high Discomfort Index is partially measured by the election of aspiring politicians to the board of education and is increased by his own ineptitude at playing the violin and other seemingly unrelated phenomena.

It is usually agreed that the Discomfort Index of a school superintendent is in direct ratio to his span of control, together with the solicitude of the American populace for its offspring. This is the only scientific measure possible.

There are several ways of keeping the Discomfort Index within reasonable bounds, but these ways are philosophical rather than scientific.

It is reported that the great philosopher, Immanuel Kant, never was known to perspire day or night, partly because of a "meager, arid, parched anatomy" and partly because he planned it that way. Most school administrators are not glandularly endowed as was Professor Kant, but they can at least adopt his philosophy.

As the summer wanes and school administrators face the problems of building new edifices, curriculums and public relations, they may, for one fleeting moment, attempt the Kantian remedy. For it is reported that when things got too hot, Professor Kant was wont to retire "to some shady place wherein to stand still and motionless, with the air and attitude of a person listening or in suspense, until his usual aridity was restored." Thus the good doctor kept his D.I. under reasonable control. It might be worth trying.

## ALASKA NEXT?

AS A peripatetic school superintendent, I like to believe that school administration is no more difficult one place

than another and that the problems in Grizzly Bear, Alaska, are very much the same as in Alligator Park, Fla.

However, my optimism has been rudely shaken this year because, since the start of the new building program in Sugartown (where I am temporarily in charge of the schools), I have met with some unusual obstacles. During the past few months there has been an increasing epidemic of skunks, and the little fellows are creating a considerable smell.

A layman might well wonder what skunks have to do with school administration. The answer is that, if you are perpetually dodging skunks, it is difficult to keep your mind on your curriculum.

Of course, skunks are nothing new in Sugartown or any other school district where I have labored. Ordinarily, they live peaceably with people, sampling garbage here and there and largely concerned with their own skunky affairs. But something has happened in Sugartown! It may have been the excavating for the new school building that dug them out, or the new school buses that made a lot of noise, or even enlargement of the playgrounds or installation of the swimming pool. In one way or another, the increased activities around the school seem to have aroused the skunks from their winter slumber.

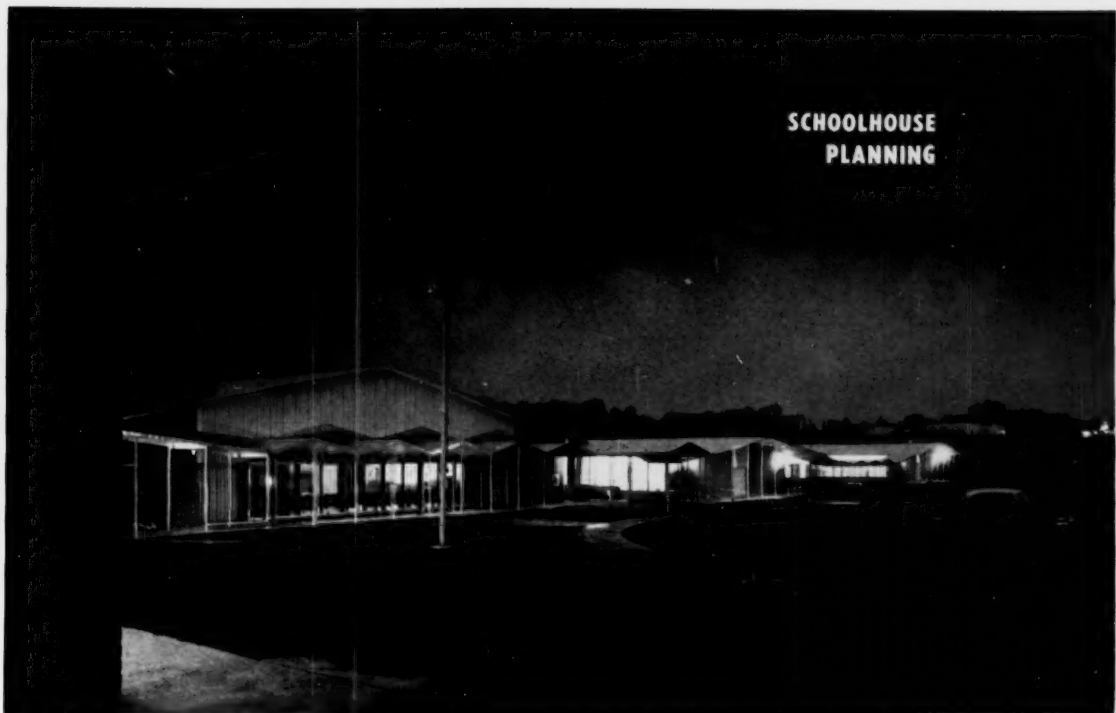
Because of considerable past experience, I have always been confident of my ability to arrive at a *modus vivendi* with skunks. I have carefully observed two rules: (1) Never attempt a display of prowess with a skunk because you are not equipped to win, and (2) when a skunk begins to paw the ground, the best course is to duck and run.

At the present moment in Sugartown, these methods seem to have failed. If I cannot think up some better rules in a hurry, I am afraid I shall be forced to take up residence elsewhere. I sometimes wonder if Grizzly Bear, Alaska, might not offer a greater challenge for my abilities.

## CALLING MRS. BUSTY

THE HAZARDS of an American school administrator are very great but by no means unique. A press report from England states that schoolmaster Douglas Godfrey went to court because "his eyes were blacked, he was hit by books, a vase, a rose bowl, a water jar, and a loving cup at the hands of a female." Furthermore, he "was ridiculed, nagged, humiliated, doused with water, ink and a multitude of paper clips and desk ornaments." Said the judge, "It is not suggested that the schoolmaster had been injured, so it seems hardly of any consequence."





Francis Dunlavy Elementary School, Lebanon, Ohio, showing the multipurpose room at the left and two of the four classroom units arranged in clusters.

## Classrooms in Clusters Connected by Walkways

**HAROLD BOLES**

**T**HERE is no mad rush of children through the halls of the Francis Dunlavy Elementary School, Lebanon, Ohio. Elimination of mass circulation of pupils, the housing of related grade levels in the same building, a homelike atmosphere, and meals served in classrooms are among the features of this cluster plan school, the first erected in the state. Now, after enjoying the new building for two years, the administration, teachers, pupils and citizens agree that this type of construction can be quite suitable, even in a vigorous winter climate.

Comprising the complex of the Francis Dunlavy School are five buildings: four "clusters," with four classrooms in each building, and a central

multipurpose unit. Covered open walkways along the walls connect the five structures physically, while a central intercommunication system keeps personnel in touch administratively.

### **No Corridor Congestion**

The dispersal plan was agreed upon for the following reasons: (1) The expense and congestion of stairs and corridors are eliminated; (2) the absence of mass movements of boys and girls thus effected is psychologically good for learning; (3) pupils assigned to a building occupied only by those of their own general grade level are more relaxed; (4) the small building units do away with the institutional atmosphere of a large school, and (5)

Below: Canopy-covered walks replace corridors at Dunlavy. The walks not only eliminate congestion when students go to classes but afford weather protection.



problems of future expansion are minimized.

#### Has Self-Contained Classrooms

Each classroom at Dunlavy is virtually self-contained. It has an area of approximately 900 square feet, with the outer walls almost entirely of glass. Window walls have pull-type diffusing and blackout draperies for use during film and filmstrip showings.

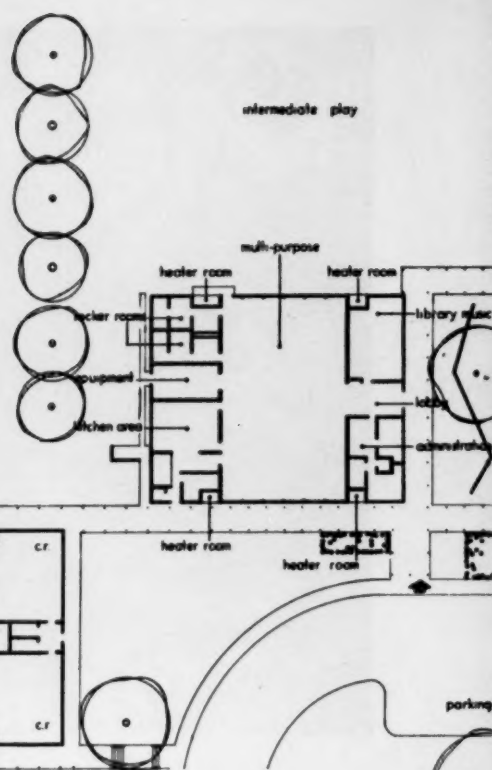
Each room has a sink-cabinet with drinking bubbler and another cabinet in which to store supplies. Also, there are three sections of sloping chalkboards, each providing an area of 25 square feet, and with two book storage shelves beneath. Each room also has two multiple use wardrobe units; one has a chalkboard facing and the other a cork tackboard facing; the other side contains coat and hat racks.

There also are 160 square feet of other tackboard in each room. Three walls are painted blue-gray, while the color of the fourth is coral, blue, yellow or bronze.

In addition to the four classrooms, each of the four clusters has a teachers conference room with a project or work area and a toilet, as well as two washrooms for boys and two for girls. Also there is storage space for strip film projectors and a record player for use in the four rooms.

Since classrooms are widely dispersed, everything that must be moved from one room to another is on wheels. This includes the movie projector and tape recorders, which are moved on carts. Lunch is served in the classrooms (p. 69).

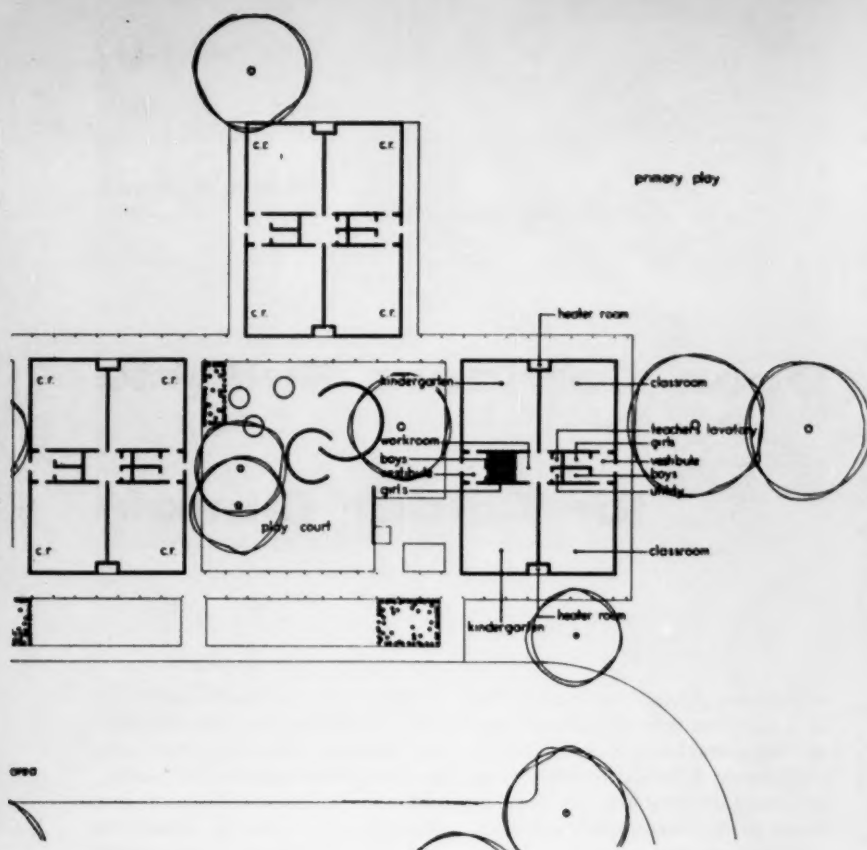
The fifth building houses a multipurpose room, which is the playroom-



auditorium; the central library, which doubles as office space for music and art supervisors; a kitchen; janitors supply room; shower rooms for boys and girls, and the administrative block. The last named includes spaces for the principal, secretary, nurse and psychologists for the entire school system. In recent months the multipurpose room, which is larger than the similar facility in most elementary schools, has been used also for class projects and conferences.

#### Described As 'Striking'

Francis Dunlavy School has been described as "striking, with acres of gleaming glass and red brick linked by the steel-topped walkways and emphasized by the yellow and blue low brick walls and a few scattered squares of stained glass."

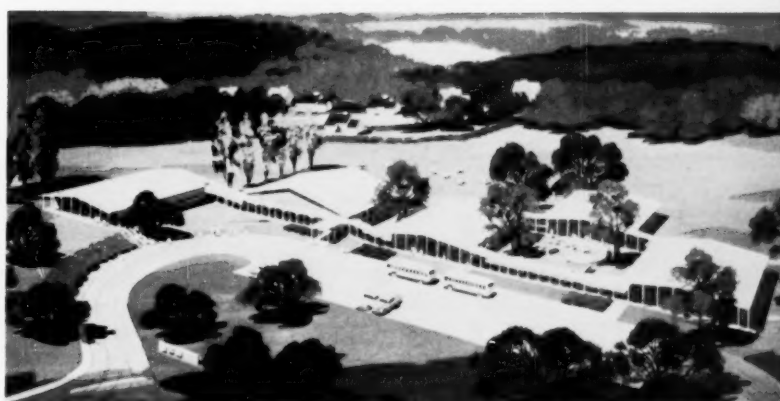


Left: Floor plan of the Francis Dunlavy Elementary School. The school houses 480 pupils from Grades 1 to 6, covers 28,596 square feet, and cost \$416,860 to build. Architects were Joseph Baker and Associates, Newark, Ohio.

Cost of the 28,596 square foot construction (A.A.S.A. formula) was \$416,860, including such features as plate glass windows throughout, terrazzo vestibule floors, ceramic glazed tile wainscots, and aluminum window sash and mullion covers. Designed for 480 elementary pupils, this indicates a construction cost of \$868.46 a pupil, or \$14.58 a square foot.

#### **In International Exhibit**

Prior to construction of Francis Dunlavy Elementary School, its building plan was exhibited at an A.A.S.A. convention in Atlantic City and was chosen as one of the eight U.S. schools given special display at the 20th International Conference on Public Education, held in Geneva, Switzerland, in 1957, with 75 countries participating in the exhibit.



Above: An aerial view of five separate building units comprising the cluster plan. Students can walk directly from school buildings to awaiting buses without encountering traffic hazards.

**W**E IN Lebanon, Ohio, are convinced that the good features of the cluster plan far outweigh any disadvantages. At Francis Dunlavy Elementary School there is very little crowding and there is a minimum of congestion. The atmosphere is unhurried. A lack of noise and confusion and a reduction in conflict between students of varying age groups are some of the values of the dispersal plan.

Each child goes regularly to the central unit four times a week at the most: twice for organized play, once to the library, and once for his music class. In addition, a few pupils may make trips to the offices or to the clinic. At all other times the children are in their own building or on the playground.

#### **Provides Weather Protection**

One of the features of the outside corridor plan is that all children can walk under covered canopies to and from bus loading areas or parental transportation. Even with the extremes of weather common to Ohio, the covered open walkways have functioned better than anticipated. During last winter's bitter weather we had only one day when a hard driving rain at dismissal time made it difficult to load the children.

In answer to those who question the use of open walks in Ohio's vigorous winter climate, the following facts should be considered: Any one child is required to make relatively few trips between units; many, if not most,

*Below: Satellites and rockets seem to "belong" in this fourth grade classroom, with its exposed steel joists. The chalkboard shown is one of three in the room, all angled for easier writing and less glare.*



## **Open Corridors Suitable for Colder Climate**

school days are such that a child can walk outdoors without a wrap and not be uncomfortable. Even in brisk weather, we find that the rather short outdoor walk (it is only 350 feet between the two most widely separated units) is invigorating and healthful for the children if they are properly clad. Wardrobe facilities are provided in all units, and the youngsters are encouraged to "bundle up" if weather conditions seem to require it.

Teachers queried during the past school year had this to report:

"Even during severe winter days the open walks are desirable. Covered walks enable the children to go outside for fresh air, even on rainy days. They use the walks for jumping rope, jacks, marbles and other games on days when the ground is muddy. Let's not go back to the old type of building."

"I have no complaints about the walks. In bad weather neither children nor teacher are bothered very much. It gives us a breath of fresh air as we go from building to building; otherwise we would not venture out. The walks are kept clean so only what little rain or snow blows in affects us."

"The greatest boon in having no corridors is that the children are either in a room or are outside on the walks or playground. We really are not conscious of the flow of traffic."

"The walks are an excellent place for energetic boys and girls to play in winter and summer. As a teacher, I like the walks very much."

There was one dissenter: "The walks as play areas, in my estimation, are dangerous. There are too many corners where collisions may occur, and too many poles. If Lebanon were situated in the California climate, the unit plan with the walk areas would be nice, but during rain and snow the covered walks give little protection."

The Dunlavy school site consists of 12 acres. Parts of the playground are in a natural state and so encourage wildlife. Nature study can become a part of the child's life every day. There is adequate space for the normal group games and for play equipment, so the youngsters can indulge in free and uninhibited activity.

#### **Public Likes Cluster Plan**

To the many persons who have asked about the response of local groups to the cluster type of school, our answer has been this: The general public likes it. Teachers who have served as long as 38 years tell us they much prefer the arrangement. One of the best signs of how the children feel is the great amount of respect they show the building.

Tangible proof that our community agrees with the thinking of its school administration and the architectural firm, Joseph Baker and Associates, Newark, came after the school had been in use for a full year: Lebanon citizens voted favorably on a bond issue to finance two additional elementary schools incorporating the same general ideas. ■

**OSCAR L. MUSGRAVE**  
Superintendent of Schools, Lebanon, Ohio

**WILLIAM C. BUTLER**  
Principal, Francis Dunlavy Elementary School, Lebanon, Ohio

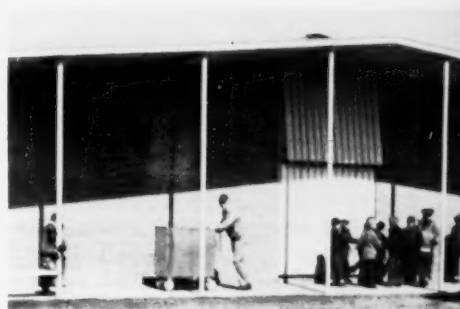




## School Lunch

*Left:* Teachers and students eat their lunches in the classroom at Dunlavy. This avoids "the noise and confusion that exists in a crowded cafeteria."

*Below:* An insulated cart is used to carry food from the kitchen to classrooms.



**A**T THE Francis Dunlavy Elementary School, Lebanon, Ohio, lunch is served in the classrooms.

From the central kitchen, located in the multipurpose building, hot food is wheeled on insulated carts to the teachers room in each of the four classroom clusters. From there meals are served in each classroom at the pupils desks. After lunch, soiled dishes are picked up on carts and returned to the kitchen's dishwashing center.

At the beginning of the first school year under this arrangement some 500 pupils were served during a 1½ hour lunch period. Supt. Oscar L. Musgrave explains: They now are being served in one hour.

"Under the classroom meal plan the teacher needs to supervise only her own room, rather than an entire cafeteria. Menus placed in each classroom before food service stimulate discussion on nutrition. Food service thus has become a part of our health education program and an integral part of classroom learning."

How do the teachers feel about the classroom feeding arrangement? Here are quotes from some members of the faculty.

### **Less Noise, Better Appetites**

"The lunch program is an excellent idea. The children eat better, and the quiet atmosphere makes for better manners and more healthful appetites."

"I feel that the children get more supervision with this arrangement.

Less food is wasted. There is a more relaxed atmosphere while eating."

"The lunch program is very satisfactory. The children eat more and seem more relaxed and happy to eat with their own group in their own room. It seems more like family mealtime."

"The plan is very successful. The children eat more food and enjoy the lunch. It is much more satisfactory than the old cafeteria."

"The lunch program is ideal. It exceeds my greatest hopes. It is conducive to good eating habits. It provides a quiet, easily supervised situation. It is a boost to teacher morale."

"An excellent idea! The children eat better and the quiet atmosphere makes for better manners and more healthful appetites."

"The advantages of being served in the classroom are many for both the pupils and the teacher. The pupils can enjoy their meal without the noise and confusion that exist in a crowded cafeteria. Students do not need to rush, and the teacher can observe their eating habits and food preferences. There is opportunity for more spontaneous discussion about food or related subjects in this relaxed atmosphere. All in all, it makes for richer experiences."

"The lunch program is excellent. Even though there is no opportunity for the teacher to have a few minutes free of the children, the reduction in noise and confusion, as compared to a central cafeteria, offsets other considerations." ■

## Teachers Prefer Classroom Lunch Service

## SCHOOL LAW

# ILLINOIS COURT

LEE O. GARBER

Director, Educational Service Bureau, University of Pennsylvania

## HOW TO REDUCE CONSTRUCTION COSTS

WISE financing or fortunate timing of bids may effect greater savings in schoolhouse construction than all the design economy measures the most conscientious planning can devise."

This is one of the declarations found in "Potential Economies in School Building Construction," a 100 page mimeographed report published by the University of the State of New York and the New York State Department of Education, Albany. The publication reviews the findings of research done by the school of architecture of Rensselaer Polytechnic Institute, Troy, N.Y.

Other significant observations include the following:

In relation to design, the greatest potential savings are these: wider use of modular planning, repetitive units, and off-site fabrication; the elimination of nonessential structural and design elements; avoidance of an oversupply of plumbing fixtures. The danger of "glass happiness" is pointed out. Utilization of methods and materials to reduce maintenance and operating costs, which annually amount to almost as much as payments made toward the retirement of the initial cost of the building, is stressed.

Involved in the study were round-table conferences with architects, engineers and builders; questionnaires, on-site inspection, analyses of plans, and the review of pertinent literature. To the extent that the investigations dealt with the areas discussed, and subject to the more detailed comments in the report, the following conclusions were reached:

(Continued on Page 82)

THE supreme court of Illinois recently made legal history when it overthrew the doctrine of governmental immunity as applied to school districts in actions for damages for tort.<sup>1</sup> In so doing, it said: "... we accordingly hold that school districts are liable in tort for the negligence of their agents and employees and all prior decisions to the contrary are hereby overruled." This case is particularly significant because, as well as can be recalled, this is the first time that the highest court of any state has taken such summary or precipitate action.

On numerous occasions different courts have sniped at this doctrine; they have expressed their displeasure with it; and they have rendered decisions that had the effect of whittling away at it. Some have held school districts liable in nuisance; some have held that the doctrine of immunity was applicable only in those cases in which the act out of which the negligence grew was one of a governmental nature but that liability attached if the act was of a proprietary nature. And, about five or six years ago, the appellate court of Illinois (Thomas vs. Broadlands Community Consolidated School District, 348 Ill. App. 567, 109 N.E. [2d] 636) held a school district liable in tort to the extent of its insurance coverage.<sup>2</sup>

### With One Fell Swoop

However, no higher court has, recently at least, seen fit to go so far as this Illinois court has gone — to wipe the slate clean with one fell swoop and start all over. Because some courts, particularly in dissenting opinions, have expressed the opinion that the doctrine of immunity has become obsolete and should, therefore, be overthrown, it is likely that this decision will motivate or encourage the higher

courts of other states to take similar action. Consequently, it may be expected that its influence *will be tremendous*; in fact, it may well be true that time will show that, except for the Brown case decided by the United States Supreme Court, which declared segregation illegal, this is the most important case decided during this decade or even quarter century.

### Result of Bus Accident

In this case the plaintiff, a minor, brought action against the defendant school district for personal injuries that he sustained when the school bus in which he was riding left the road, allegedly as a result of the driver's negligence, hit a culvert, exploded and burned. In his action he prayed for a judgment in the amount of \$56,000. His complaint contained "no allegation of the existence of insurance or other nonpublic funds out of which a judgment against defendant could be satisfied. Although ... [his] abstract of the record shows that defendant school district did carry public liability insurance with limits of \$20,000 for each person injured and \$100,000 for each occurrence, plaintiff states that he purposely omitted such an allegation from his complaint."

The defendant moved to dismiss the action, contending that a school district is immune from liability for tort. This contention was sustained by the lower court, which rendered a judgment in favor of the defendant. On appeal, the appellate court affirmed the decision of the trial court, and the case then came on to the Illinois supreme court on appeal.

Plaintiff recognized the rule established by the higher court in 1898 to the effect that a school district is immune from tort liability, and he asked "this court either to abolish the rule *in toto*, or to find it inapplicable to a school district such as Kaneland which was organized through the voluntary acts of petition and election by the

<sup>1</sup>Molitor v. Kaneland Community Unit School District, Docket No. 35249-March 1959.

<sup>2</sup>For a discussion of this case, see: Garber, Lee O., Liability of School Districts That Carry Insurance, *Nation's Schools*, 53:75 (May) 1954.

# OVERTHROWS IMMUNITY DOCTRINE

*One of most important decisions in a quarter-century*

voters of the district, as contrasted with a school district created *volens volens* by the state."

With respect to the second of these contentions, the court held that no logical distinction could be drawn between a community unit school district, organized by petition at the request of the electors pursuant to the school code, and any other district, insofar as tort liability is concerned. It reasoned that both kinds of districts are "quasi-municipal corporations," and the reasons for allowing or denying immunity apply equally to both.

As a result, the court was faced squarely with "the highly important question — in the light of modern developments, should a school district be immune from liability for tortiously inflicted personal injury to a pupil thereof arising out of the operation of a school bus owned and operated by said district?" In examining this problem, the court noted that it had not reconsidered the question of tort liability for more than 50 years and that, during this period of time, the matter had been treated exhaustively by legal writers and scholars, who almost unanimously condemned the immunity doctrine.

## **Tort Liability Reviewed**

It then treated the problem historically. It noted that the doctrine of sovereign immunity of the state was first extended to a subdivision of the state in 1788 in a famous English decision. At that time "the idea of the municipal corporate entity was still in a nebulous state." The doctrine of immunity, as voiced in this 1788 decision, was later *overthrown* by the English courts, and in 1890 it was definitely established that in England a school board or a school district would be treated, with respect to liability, exactly the same as a private individual or corporation. Since that time non-immunity has been the rule in England.

In Illinois the immunity doctrine brought from England was adopted with reference to towns and counties (*Town of Waltham vs. Kemper*, 55 Ill. 346). In 1898, eight years after the rule was abolished in England, it was extended to school districts in Illinois (*Kinnare vs. City of Chicago*, 171 Ill. 332).

That decision reasoned that, because the state was exempt from liability, so should be the school district, an agency of the state. The court noted that in later decisions it was sought to advance additional explanations for the immunity doctrine, such as the protection of public funds and property and the need for preventing the diversion of tax monies to the payment of damage claims.

Looking at the field of governmental tort liability as it has been applied in Illinois, the court noted that the general assembly had frequently indicated its dissatisfaction with the doctrine of sovereign immunity by enacting laws making governmental units liable in certain instances. It had, for example, included school districts under the workmen's compensation act; it had made the state liable for damages in torts up to \$7500; it had made cities and villages directly liable for injuries resulting from the negligent operation of fire department vehicles and in cases growing out of the non-willful misconduct of policemen. In addition, it noted that over the years the courts had differentiated between governmental and proprietary functions of municipal corporations and had imposed full liability if the function out of which the negligent conduct grew was proprietary in character.

Likewise, the court noted that one immediately pertinent provision of the school code provided that any school district engaged in providing transportation might insure against accidents growing out of the negligence of its agencies or employees resulting from

and incident to the ownership, maintenance or use of any school bus. This provision of the statute also required that every insurance policy be endorsed so as to provide that the company issuing it waived its right to plead district immunity if actions were brought under the policy. As a result, the court noted, a person injured by a school bus could recover if the district carried insurance, whereas one injured by an uninsured school district bus could recover nothing. As a result, it characterized the various aspects of the statute as incongruities and anomalies.

To the defendant's contention that the statute permitting the district to carry insurance constituted "a legislative determination that the public policy of this state requires that school districts be immune from tort liability," the court disagreed. It interpreted this section, instead, as legislative dissatisfaction with the court-created doctrine of governmental immunity.

## **Two Approaches Possible**

With reference to the issue at hand, the court noted that if precedents were strictly to be adhered to, the plaintiff's complaint, which contained no allegation as to the existence of insurance, was properly dismissed. On the other hand, however, it held that the complaint might be held to state a good cause of action on either one of two theories: "(1) application of the doctrine of *Moore vs. Moyle*, 405 Ill. 555, or (2) abolition of the rule that a school district is immune from tort liability."

The case of *Moore vs. Moyle* involved an action for personal injuries against Bradley University, a charitable educational institution. In that case the court held that Bradley University could be held liable, as it was alleged that it was fully insured.

In commenting on this, the court said: "Unfortunately, we must admit

that the opinion in that case does not make the basis of the result entirely clear." In that case the court had pointed out that the question of insurance in no way affected the liability of the institution but had application only to the question of the collection of any judgment that might be obtained without affecting the trust funds of the institution. Furthermore, it noted that these questions would be appropriate questions only at the proper time, i.e. when the question arose as to the collection of any judgment that might be obtained. The court here held that if it were to apply this literally to the present case it might be concluded that it was unnecessary that the complaint contain an allegation of the existence of insurance, that the complaint itself was sufficient as it stood, and the plaintiff would be allowed to prosecute his action. Only after judgment was rendered would the question of insurance arise.

Nevertheless, it noted some doubt with respect to the foregoing approach, because of the implication in the *Moore vs. Moyle* case to the effect that, if it did not appear that the trust funds would not be impaired, the complaint should be dismissed. As a result, it noted that if that was true holding in the case "the liability itself, not merely the collectibility of the judgment, depends on the presence of . . . [insurance]." This, it held, was an unsatisfactory solution, as it would allow the wrongdoer to determine its own liability.

### "King Can Do No Wrong"

Following this background, the court got down to the real question before it as to whether a school district should be held liable for its own torts. In so doing, it noted that "it is a basic concept underlying the whole law of torts today that liability follows negligence," and that "the doctrine of governmental immunity runs directly counter to the basic concept." It noted that the original basis of the immunity rule has been called "a survival of the medieval idea that 'the King can do no wrong.'"

After commenting on this, the court held that the traditional concept of school district immunity could not be justified on this ground. It expanded this by saying that it was in agreement with the supreme court of Florida

"that in preserving the sovereign immunity theory, courts have overlooked the fact that the Revolutionary War was fought to abolish that 'divine right of kings' on which the theory is based."

The court then noted that the other chief reason advanced in support of the immunity doctrine is "the protection of public funds and public property," a basis upon which immunity of charitable institutions has also been based, and it said that this concept seems to "follow the line that it is better for the individual to suffer than for the public to be inconvenienced."

In looking at this aspect of the problem, the court said: "We do not believe that in this present day and age, when public education constitutes one of the biggest businesses in the country, school immunity can be justified on the protection-of-public-funds theory." In commenting on this, it noted that in those states in which liability has been the rule because of statute, experience has not shown that the school funds were depleted. It argued that it could see no reason why public funds should not be spent to pay liability in the absence of insurance than for paying for insurance premiums themselves. It also noted that private concerns that have been held liable have not been greatly embarrassed as a result of their liability.

### No True Validity Today?

As a result of its evaluation of the various arguments favoring immunity, the court held that none have any true validity today and added: "Further, we believe that abolition of such immunity may tend to decrease the frequency of school bus accidents by coupling the power to transport pupils with the responsibility of exercising care in the selection and supervision of the drivers." As a result, the court concluded that "the rule of school district tort immunity is unjust, unsupported by any valid reason, and has no rightful place in modern day society."

To the defendant's contention that, if immunity is to be abolished, it should be done by the legislature, not by the courts, the court said: "The doctrine of school district immunity was created by this court alone. Having found that doctrine to be unsound and unjust under present conditions, we consider that we have not only the power, but the duty, to abolish that

immunity. 'We closed our courtroom doors without legislative help, and we can likewise open them.'"

In this connection, the court noted that the doctrine of *stare decisis* is not an inflexible rule and that it does not require a court blindly to follow precedents and adhere to prior decisions; and that when it appears that "public policy and social needs require a departure from prior decisions, it is our duty as a court of last resort to overrule those decisions and establish a rule consonant with our present-day concepts of right and justice."

This decision again illustrates the fact that law is not static and that the courts take cognizance of changing social conditions. It should be noted, however, that this was not a unanimous decision of the court. Two justices dissented.

### Other Courts May Follow

As was stated earlier, this case is particularly significant because it is likely to encourage other courts to take similar action. As a result, school administrators should be aware of the fact that "change is in the wind." In the meantime, they should prepare themselves for that eventuality. One way of doing so, of course, is by taking out insurance against liability.

In those states in which the statute does not authorize a school board to take out liability insurance, it is probable that school administrators should do their part in having legislation enacted that provides such authorization. As more and more states take the action that has now been taken by the supreme court of Illinois, it is probable that legislatures will take action to dissipate all doubt on the matter. Some may enact laws specifically making school districts immune. Others, however, may enact legislation limiting liability to those cases in which insurance is held by the district. In still other states, the legislatures may take action limiting the amount of liability of the district in any one case. This would have the effect of putting all school districts on notice with respect to the extent and degree of their liability.

At the time of writing, it was understood that an order had been entered granting an extension of time for filing a petition for a rehearing in this case. If such a petition is filed, as it probably will be, it will not (under ordinary circumstances) be acted upon until the September 1959 Term of Court.



# What's the score on Gym Seats for that new school ?

MARK "YES" or "NO" IN SPACES AT RIGHT	SEATS A	SEATS B	SEATS C	SEATS D	MEDART SEATS
1. Do seats have a true horizontal telescoping operation in which all seat rows are supported on rigid vertical uprights during opening and closing?					yes
2. Is steel understructure a completely free-standing self-supporting unit, open or closed, independent of wood seats, risers and footboards, and free of stress-bearing diagonal bracing? Is it adequately sway-braced to support capacity loads without hazardous deflection?					yes
3. Has each full length seat row at least four vertical uprights to support a capacity load in complete safety?					yes
4. Are all seat-supporting uprights equipped with at least two rubber-tread rollers that retract under load so weight is borne by steel shoes instead of by wall fastenings or floor-denting casters?					yes
5. Are roller housings at bottom of each upright, and telescoping sleeves at top, interlocked to insure straight-line, non-binding opening and closing of seats?					yes
6. Is each seat board slanted backward slightly for maximum comfort instead of resting flatly on uprights?					yes
7. Are fronts of seat sections perfectly vertical when closed to safeguard against accidents during fast-action games? (Vertical fronts also permit flush recessing of seats).					yes
8. Can one seat row, two rows, or as many rows as desired, be opened for use while all other seats remain closed?					yes
9. Do seats have a finish equivalent to two coats of alkyd melamine varnish that give up to 15 times more wear resistance; that won't chip or discolor?					yes
10. If seats are to be power-operated, is power unit built integral with seat sections, and is it of adequate capacity to operate entire banks of seats simultaneously from one control switch?					yes

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# Conditions Improve for Custodial Staff

A JURY SURVEY BY THE NATION'S SCHOOLS

THE lot of school custodial employees is improving steadily according to a recent survey\* conducted by The NATION'S SCHOOLS.

On the average the work week is down to 44 hours. Salaries range from a starting low of \$1824 to a high of \$7124, which suggests opportunity for recognition for those employees doing better than average work. Most of the school systems have salary schedules that provide for automatic increases, and almost one-half report they have definite plans for the promotion of custodial employees. In addition to vacations, in an increasing number of schools fringe benefits include sick leave and provisions for retirement and pensions. More than half the systems studied have some type of inservice training for custodial employees.

A detailed analysis of the findings follows:

## 1. How many hours comprise the regular work week for school custodial employees?

According to the nationwide sampling, the average week of custodial employees runs 44 hours, and the median stands at the same figure. The

shortest work week reported is 38 hours, and the longest 60 hours.

Those systems in which custodians work a 40 hour week or less comprise 41.3 per cent of the total, and those with a work week of 42 to 48 hours represent 45.7 per cent. Thus 87 per cent of the custodial help works 48 hours a week or less with the other 13 per cent working 49 to 60 hours.

## 2. Have you set up a formal salary schedule? If you have, what is the salary range?

Compensation allowed the various custodial employees was reported in different forms. Some reported for a 10 month period, while others gave the annual figures. To arrive at comparison, all statistics were reduced to an annual basis. Where salaries were reported on an hourly basis only, this information was not integrated.

The ratio of those who report they have a formal salary schedule to those who do not is almost 6 to 1. After eliminating those who report no formal salary schedules, those who pay on an hourly basis, and those who did not answer the second part of the question, the remaining figures show the following:

The average starting salary is \$2996.78, with a median of \$3000. The average terminal salary in the same districts is \$3901.66, with a median of \$4100.

The analysis was complicated by the fact that in some instances the reports did not seem to include salaries of higher supervisory personnel. Only in a few instances was reference made to time-and-a-half pay for overtime work.

## 3. Does the salary schedule provide for automatic increases?

Considerably more than half the respondents (58.3 per cent) report provisions for automatic increases in their salary programs, but accompanying comments indicate that arrangements in some districts are much less formalized than in others. Among the other systems (37.5 per cent) are those which, while answering No to this question, do make provisions for reviewing the salary structure periodically and provide increments on a personalized basis.

The general pattern reported by respondents who replied affirmatively to this question indicates that the first increment comes at the close of a six months' probation period. Annual increments thereafter range from \$30 to \$200 a year until the maximum salary for a particular classification is reached. The time required to reach the maximum ranges from three years (at \$120 a year) to 15 years (at \$72 a

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Above: The number of hours in the regular work week of custodial employees for the school districts surveyed ranges from 38 to 40 hours.

\*This survey is prepared from information received from 48 school systems in 42 states and two Canadian provinces. Districts represented have an elementary school enrollment ranging from a low of 175 to 101,139 children, and a high school student population ranging from 235 to 48,988. Respondents had the following titles: superintendent of schools, 2; assistant superintendent, 1; assistant superintendent business affairs, 4; director of business and administration, director of business affairs, business director, and business administrator, 4; business manager and business manager-secretary, 16; secretary, secretary-treasurer, treasurer, and clerk-treasurer, 4; superintendent or supervisor of building and grounds, supervisor of buildings, supervisor of operations, supervisor of plant, director of maintenance and operation, and director of maintenance, 10; chief custodian and operating manager, head custodian, and supervisor of custodians, 3; assistant in personnel, assistant director, assistant business manager and administrative assistant, 4.



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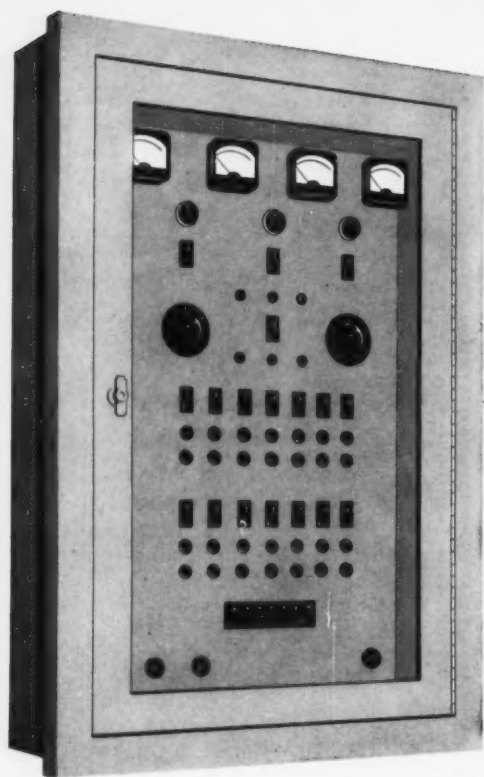


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year). The district to which the latter provision is applicable also provides a longevity payment of 3 per cent at the eighth, 11th and 14th years.

Advancement usually appears to be one step a year, although some school systems have a pattern of steps independent of number of years served. For example, one system reports salary increases ranging from \$100 to \$200 in seven steps, the exact amount being dependent upon quality of performance. Another variation reported is as follows: a \$180 increase after six months, another \$180 after 18 months, and the third \$180 after 30 months, plus any benefits that may accrue from job reclassification. Another pattern calls for three annual payments of \$190, one of \$90, and \$60 a year thereafter for 10 years, which averages \$90 a year for the 14 year period.

In one school system a bonus is given, based on the square footage serviced.

For supervision, one system allows an additional \$5 a month per man supervised, with a maximum of \$300 a year for such supervision.

A \$50 "adjustment" is allowed annually in one case in addition to the \$150 increment paid during the second and third years; further increases take place thereafter every other year through the 11th year.

More than one-third of the respondents (37.5 per cent) report no *automatic* increases, but the salary program does allow for increases up to a certain maximum, provided the individual performs his work satisfactorily. In other instances increments are based on the work load per employee, or on such considerations as the size of the building serviced. Equally often the increase is on the basis of demonstrated merit as evaluated by the supervisor of buildings and grounds and recommended by him. In lieu of salary increases for good employees, the equivalent is attained in certain instances by a change in their job classification. Another respondent says that, after the second year, raises depend on funds available.

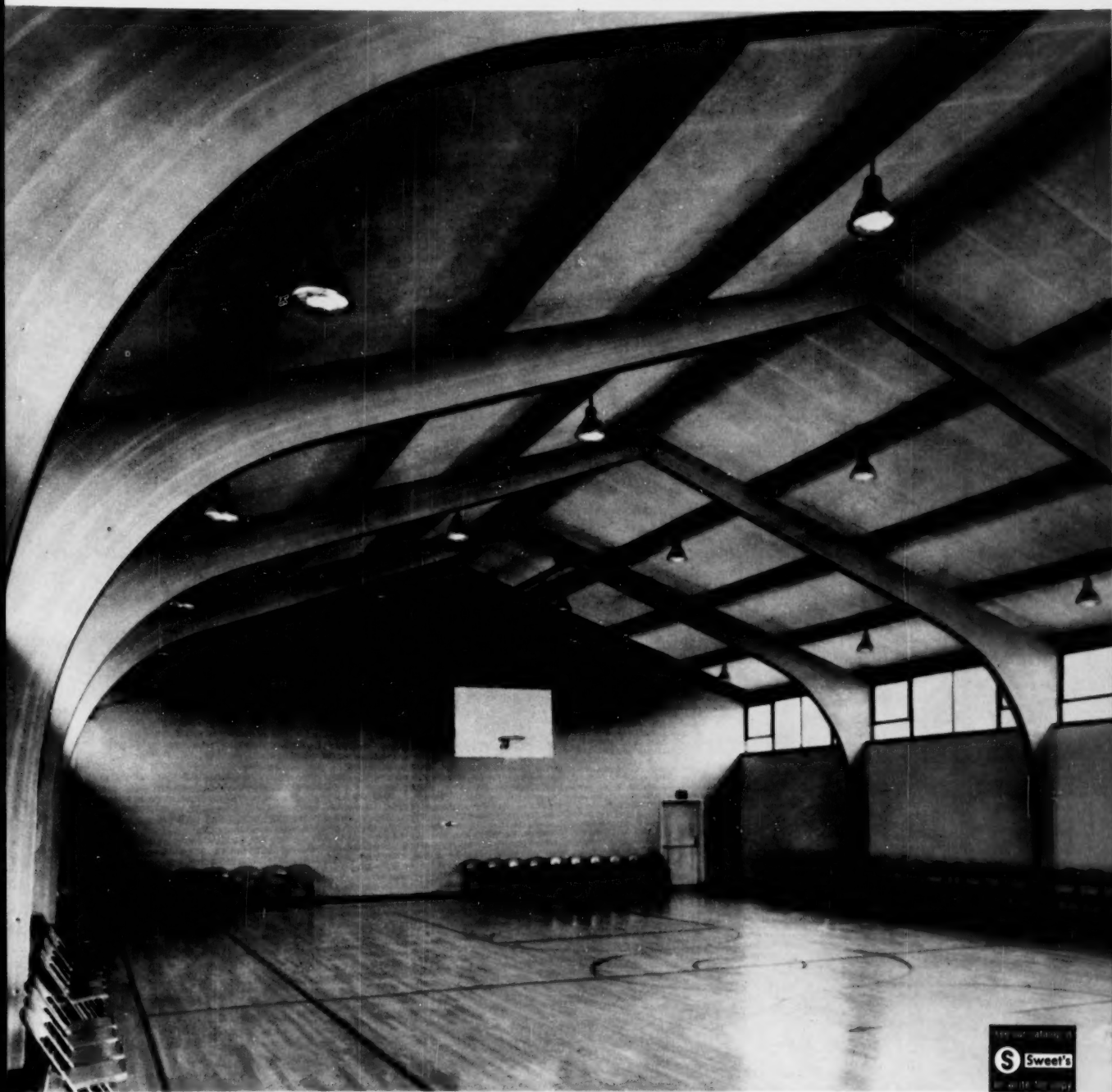
Included among those answering this question in the negative are some who negotiate annually with labor unions.

**4. Have you a definite plan for promoting custodial employees?**

Almost half (47.9 per cent) of the respondents answered this question in the affirmative suggesting that the matter of moving qualified employees



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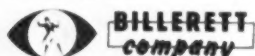


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into improved positions is not entirely a matter of subjective judgment. An examination of accompanying remarks, however, indicates that the use of objective criteria in school systems still is the exception rather than the rule.

Fewer than one-fifth of the respondents (18.8 per cent) report utilizing classified examinations (including civil service), an annual evaluation sheet (by the building principal and head custodian), or a personnel classification system, or require an engineer's license or plant operating permit. The remaining respondents who have a definite plan for promotion of custodial employees say their schools rely on such devices as seniority, a combination of length of service and ability, and a variety of judgments that could be grouped under the heading of "good service record."

The 52.1 per cent who say they have no formal promotion plan report they promote on the basis of length of service, coupled with demonstrated ability on the job. Merit increases are allowed on recommendation of the supervisor of building and grounds or his counterpart.

#### 5. What welfare provisions and fringe benefits are provided custodial employees?

If answers to this question may be taken as a guide, nearly all of the nation's schools (97.7 per cent) grant custodial employees some form of benefits supplemental to salary. Of the systems studied, 75 per cent have sick leave with pay, and 60.4 per cent have some form of retirement and pension benefits. Only 14.6 per cent indicate that group insurance is provided, and in some reports it was not clear to what extent premium payments are made by the school system.

While only half of the respondents mentioned the vacation as a fringe benefit, this perhaps was because of differences in the interpretation of the

question. In those systems reporting lengths of their vacation periods, 45.8 per cent have a base of a week to 10 days. Another 45.8 per cent commence with two weeks, and the remaining 8.3 per cent have a longer vacation to begin with. Three weeks generally represents the maximum vacation period, ordinarily allowed after from six to 15 years. Some systems add one day for each year of service after the maximum regular vacation has been earned.

#### Sick Leave Allowance

Of those who report other fringe benefits, 24.1 per cent have a minimum sick leave allowance of six days or less, 72.5 per cent from eight to 15 days, and 3.4 per cent, 90 days. In nearly every case any unused sick leave is allowed to accumulate to a maximum of from 22 to 101 days. Time off with pay is allowed in some districts for attendance at funerals, illness in the family, or for serving as juror or witness.

The 60.4 per cent who report some sort of retirement benefits and or pensions indicate that the plans largely are set up on a state basis, at times in combination with social security. In 14.6 per cent of the cases social security is the only benefit reported under this heading.

Group insurance (reported by 14.6 per cent variously) covers health, accident and life, with some indication that payments are not necessarily made entirely by the school system. When the school district does not participate, low-cost insurance of various types at times is made available on a group basis.

The privilege of participating in a credit union in two instances was considered a fringe benefit allowed custodial employees.

#### 6. Have you an inservice training program? If so, please describe it briefly.

(Cont. on p. 80)

As in the case of other surveys of current school business administration practices heretofore reported in *The Nation's Schools*, this study of custodial employees' working conditions discloses that greater standardization in the number of hours worked, salary ranges, and fringe benefits would be desirable. More formal training programs should produce good results in many school systems, as would more definite plans for systematic salary increases and promotions.

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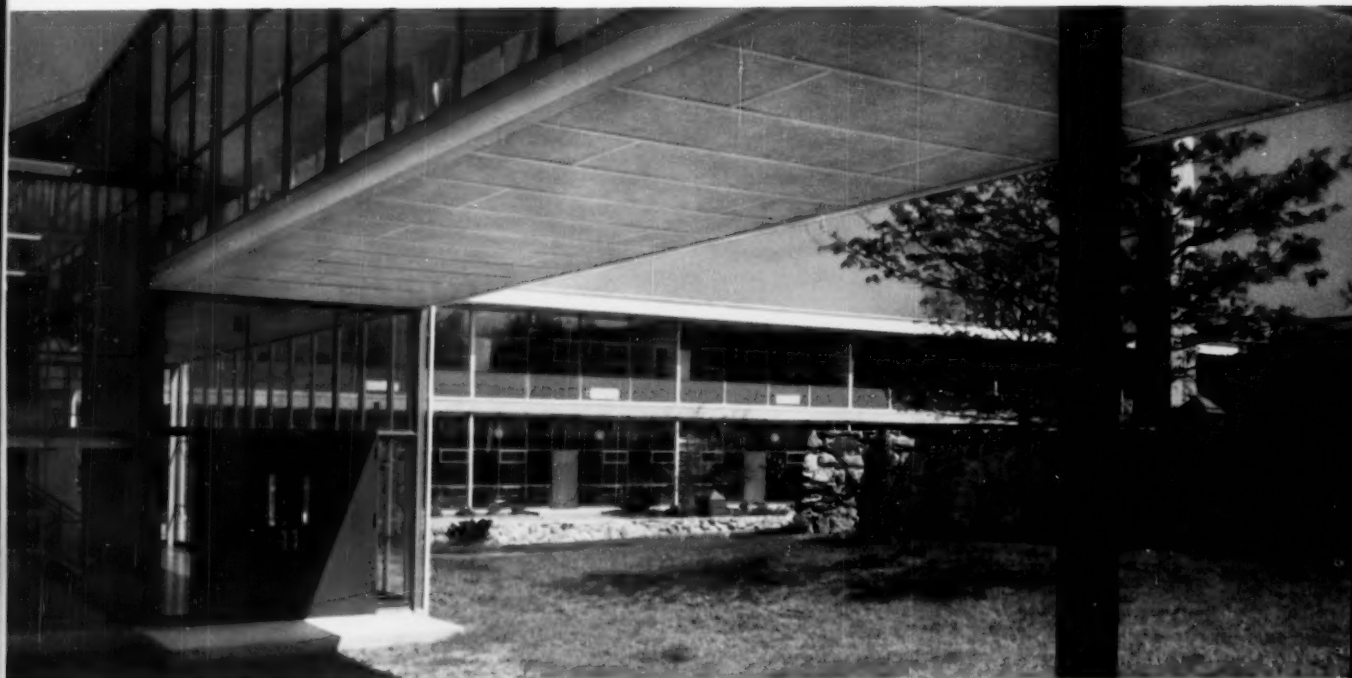
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## They don't build schools

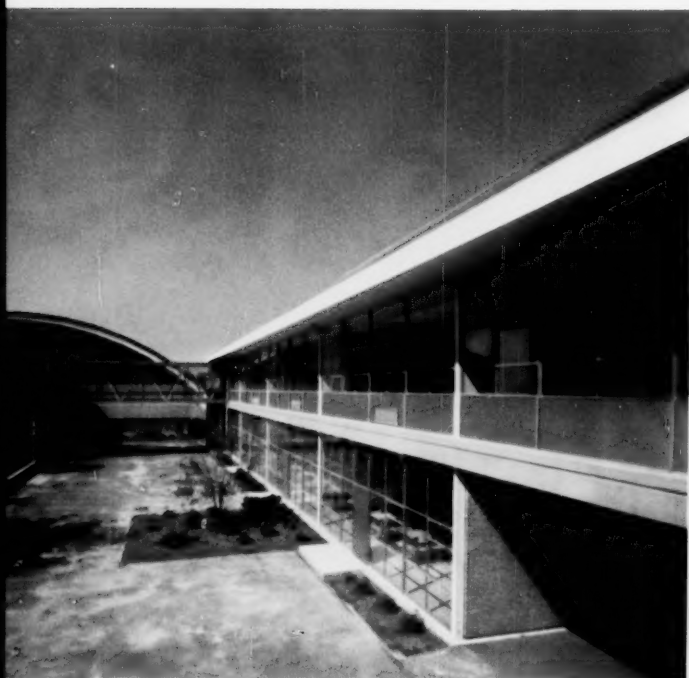


Dracut High School, Dracut, Mass.    Architect: Hugh Stubbins & Associates, Cambridge, Mass.    General Contractor: Vara Construction Inc., Boston, Mass.  
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More than half the respondents (52 per cent) report that their school systems have inservice training programs. Supporting explanations indicate, however, that these programs are informal and flexible in many instances, with timing and method of instruction varying with current needs.

#### On-the-Job Training

In some systems the custodial supervisor spends two weeks with the new employee, then places him under supervision of the custodian of the particular building or other experi-

enced person. Special training at local high schools is provided in certain districts, some two hours a week being set aside for this purpose. A major portion of the training seems to be given on the job, supplemented by weekly or other regular meetings at which problems are discussed, cleaning demonstrations are given, safety and sanitation procedures are outlined, and group instruction is provided.

Some form of training session seems to be continuous with most schools. In addition, more formal pro-

grams are provided at planned conferences. The latter may run for four hours three times a year, two hours a week in winter, or two days during the summer. State colleges may offer extension courses, or special consultants may be engaged. Instructional films are utilized in specific areas of the work.

Time is allotted some selected custodians to attend boiler school or formal courses at the state university in summer. In one instance, regional custodial meetings are held twice a semester.

#### 7. Do your custodial employees belong to a union or other organized group?

While 37.5 per cent of the respondents answer this question in the affirmative, only 12.7 per cent indicate that membership is held in a labor union, in whole or in part. The remaining 27.1 per cent are identified with state school employee associations, nonnational employee benefit organizations, and civil service employee groups. Almost two-thirds (62.5 per cent) of school custodial employees on the basis of this sampling would appear not to be members of any organized group.

#### 8. What system do you have for enabling employees to make known any grievances and for considering them?

Only 8.3 per cent of the schools districts have no definite arrangement for making known and considering grievances. The 12.7 per cent of schools with union affiliated custodial employees report that grievances are taken care of through the usual union grievance procedures.

Included in the remaining 79 per cent are 18.8 per cent of school systems that settle grievances through advisory committees (including those whose members are elected from the various buildings), and at suggestion periods provided during regular staff sessions. Another 6.3 per cent use miscellaneous methods, such as constant personal contact, suggestion boxes, and other devices. The remaining 54 per cent, or more than one-half of the respondents, utilize a variety of systems based on chain-of-command procedure. In some instances, complaints are taken first to the chief custodian, and in a few instances to the building principal; but whatever the route via supervisor of buildings and grounds, business manager, and/or superintendent, the final appeal is to the board of education. ■

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## To Reduce Construction Costs

(Continued From Page 70)

**Single-story vs. multistory buildings.** No general rule can be stated as to the relative economy, since each situation must be analyzed on the basis of specific conditions and requirements.

**Campus plan vs. compact plan.** Neither plan offers consistent advantages. Each project must be considered individually in the light of the specific problems involved.

**Use of repetitive units.** Although it is not possible to assign a comparative quantitative value to the potential economy, there is no doubt that the full utilization of modular principles is one of the most fruitful paths for future development of economies. Ultimately it may offer more promise of economy than any other currently known technological concept.

**Space module concept.** Schools embodying this concept have been built at costs substantially lower than those of conventional design. The extent of savings will vary with the skill of the planner, but may amount to as much as 10 per cent of the total construction costs.

**Proprietary design.** There appear to be no consistent economies inherent in the features of the one proprietary system studied.

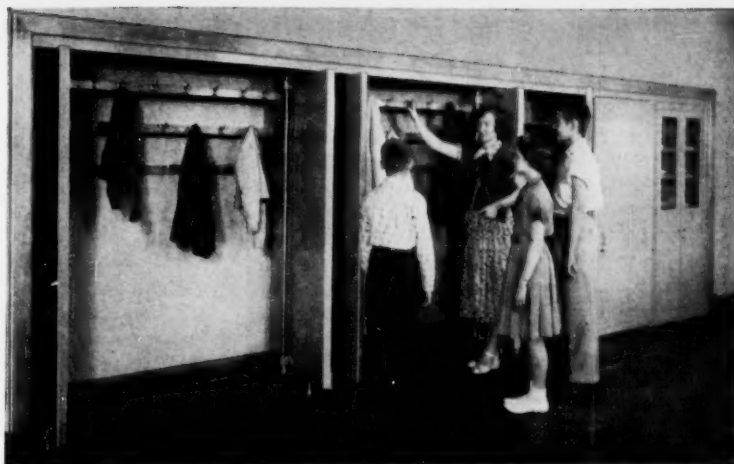
**Natural vs. artificial lighting.** "The use of large glass areas in the outside wall of classrooms, as a dependable primary light source, is generally admitted to be a dubious practice." But valid arguments, including the psychological necessity for windows, cannot be overlooked. In terms of total building costs, definite economies resulting from a reduction in glazed wall areas in classrooms perhaps will range from one-half of 1 per cent to 5 per cent, both in initial and maintenance costs, depending on whether unilateral or bilateral lighting is the basis of comparison.

**Perimeter length of exterior walls.** The economy value of minimum exterior wall lengths is undebatable, but the extent of savings vary with each case.

The study's more specific investigation of the use of materials and methods resulted in the following conclusions, among others:

**Exterior walls.** While by a careful choice of materials the initial cost of exterior walls may be lowered by as much as 20 per cent, in doing this maintenance costs may be increased. Assuming wall costs to be, on the average, 10 per cent of the total buildings costs, it is doubtful that a net over-all saving of more than 1 per cent can be anticipated from this source.

**Interior partitions.** Possible savings may originate with the use of movable



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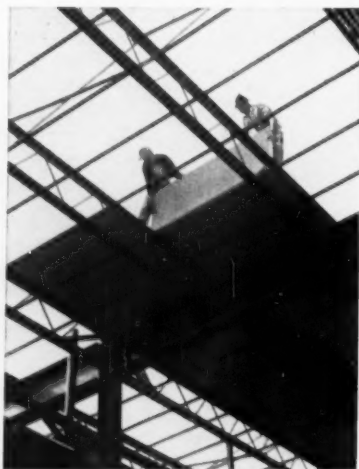


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systems only where actually needed, a recognition of the inherent limitations of painted block, and wider use of hollow construction to accommodate service lines. The cost savings probably will average less than 2 per cent of the total building cost.

**Cabinetwork.** Casework is a relatively large factor in school costs. A reduction of about 20 per cent in the average cost appears to be a reasonable possibility if certain recommendations stated in the report are observed. This would represent a saving of from 1 to 2 per cent in over-all building costs.

**Thermal insulation.** While this precaution usually will not lower the initial cost, it may result in savings of as much as 6 per cent of total annual operating and maintenance costs, and therefore should be provided in the walls and roofs of school buildings.

**Lift-slab method.** While this method may offer cost advantages for multistory buildings, the study has not disclosed that it has any characteristics that will result in economies for single-story schools.

**Proprietary steel framing.** Prefabricated framing systems may have the definite possibility of savings on the order of 3 per cent of total building costs. They permit early roofing over and closing in, and hence tend to reduce over-all construction time.

**Prefabricated schools.** If built to a design fixed largely by the manufacturer, a schoolhouse in general can be built for less money than a comparable, conventionally designed school, provided it is erected substantially unchanged from the basic design of the fabricator. The economic advantages are largely lost when changes are made to accommodate layout, site conditions, or code regulations. In Great Britain, extensive use has been made of a system of components which may be assembled in a variety of ways, permitting the architect to give full consideration to specific functional requirements and site conditions.

At present, there are no prefabricated school systems in the United States market that offer clear-cut economic advantages and still retain a substantial degree of flexibility of design. Further development in this area would suggest possible savings in the future of some 10 per cent of initial cost.

**Materials and maintenance.** With careful selection and efficient use of labor, maintenance costs should be susceptible to a reduction of at least 10 per cent, a saving almost as important as the same proportionate reduction of the cost of the building.

**Heating and ventilating.** In many cases, mechanical systems are overdesigned and unnecessarily expensive. Potential savings evolving from a more realistic considera-



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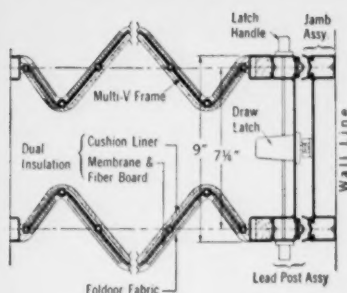
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tion of needs could approximate as much as 15 per cent of heating and ventilating costs or 1 per cent of the total building cost.

**Control equipment.** This expense ranges from 7 to 20 per cent of the cost of the entire heating and ventilating system, whereas adequate facilities probably should cost no more than 12 per cent, thus suggesting a possible saving of 5 per cent, or about one-third of 1 per cent of the total building expenditures. Individual room controls, though relatively expensive in themselves, generally result in a saving in piping by eliminating the need for zoning.

**Plumbing systems.** This area deserves more attention than it is receiving at the present. Often toilet accommodations appear to have been determined on the assumption that everyone in the school is going to use them at the same time. Largely overlooked have been the potential savings that would result from standardization and shop assembly of supply and drainage systems, or at least substantial parts of them.

Sources of savings are arrangements of layout and fixture positions so that runs are simplified, repetitive assemblies are used, and more prefabrication is possible. Off-site plumbing line assemblies could

result in savings of as much as 20 per cent and could lower the over-all building cost by about one-half of 1 per cent.

**Fire insurance rates.** There are good reasons to suspect that existing school fire rates may be higher than necessary. While potential savings in this area possibly are negligible in comparison with other means of saving (a general reduction of one-third would reduce over-all annual building provision costs by about 0.08 per cent), the validity of the present rate structure nevertheless should receive consideration.

**Financing.** Difference in costs between expensive and economical financing programs can easily amount to 15 per cent of the total building project costs.

**Time allowance for planning.** As reflected by lower bids, allowance of adequate time for architects' preparational plans and specifications can easily amount to a saving of 5 per cent of the initial building cost.

**Time allowance for bidding.** Failure to provide at least four weeks for this purpose can result in an increase in the construction costs of as much as 5 per cent.

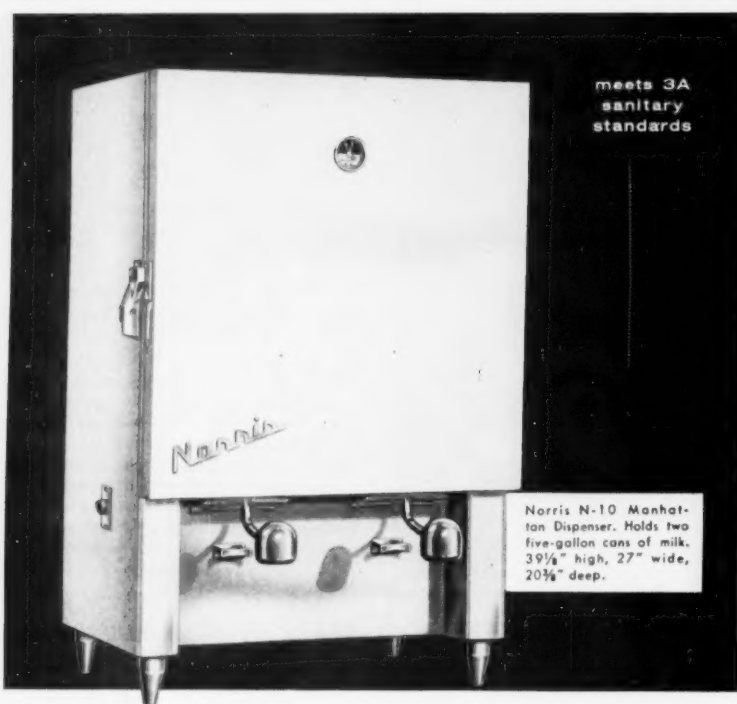
**Choice of bidding time.** Although circumstances seldom permit taking full advantage of the fact that timing can have a highly significant effect on school costs, its importance should be recognized.

**Contracts.** There appears to be no convincing evidence that a change to the single contract system as opposed to the separate bidding for the mechanical trades would affect the over-all costs significantly.

**Architects' specifications and drawings.** Deficiencies found in these instruments contribute to building costs to a significant degree, and they deserve more constructive attention than they have received in the past. A model format for school building specifications to guide state education departments would appear to facilitate more accurate and favorable bidding and to simplify the work of architects as well.

**General architectural services.** In some instances, as much as 5 per cent of the bid price may be the result of the competence of the architects, as reflected in their services during construction.

**Building trades participation.** There is a serious lack of cooperative effort on the part of the building trades in some quarters, even though it is a prime essential to building cost reduction. Chief criticisms currently are directed to the high cost of supplying temporary heat under union regulations, which adds tens of thousands of dollars unnecessarily to the cost of some schools. In some cases this requirement is claimed to account for as much as 2 or 3 per cent of the initial building costs.—L.E.B.



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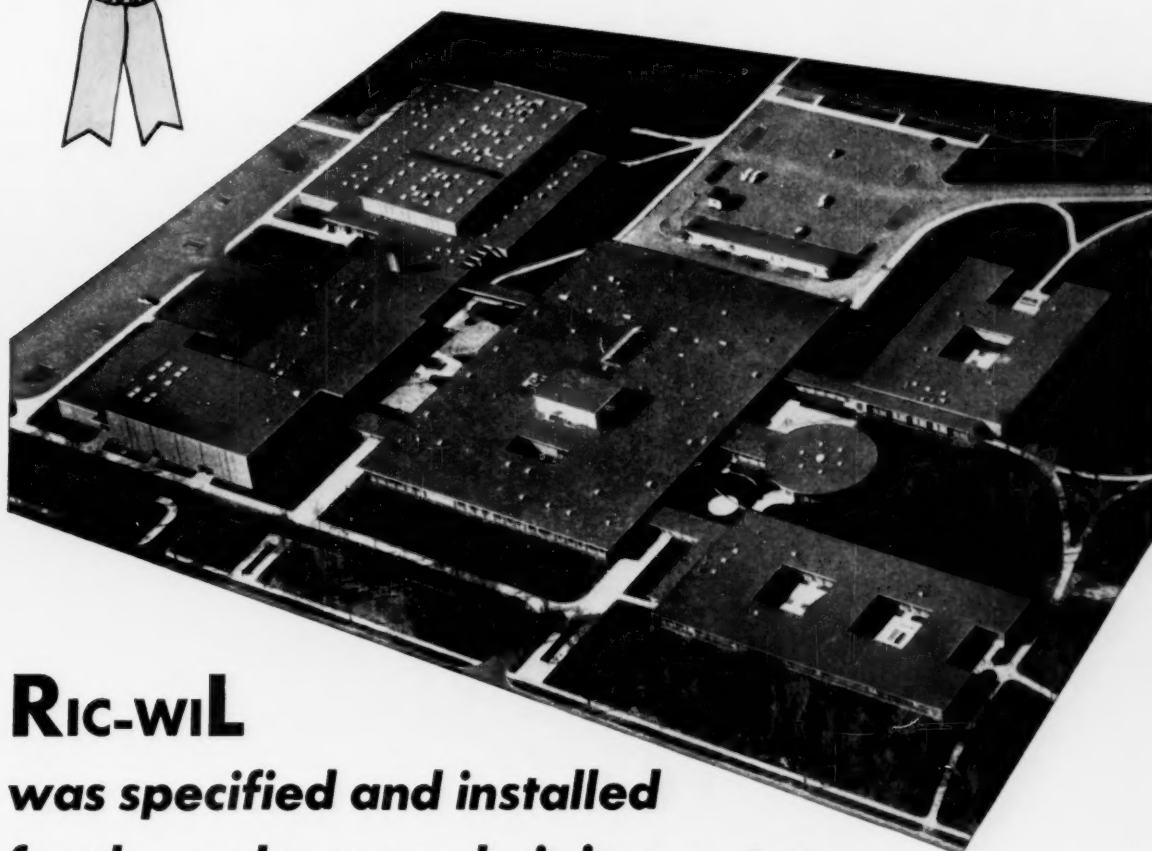
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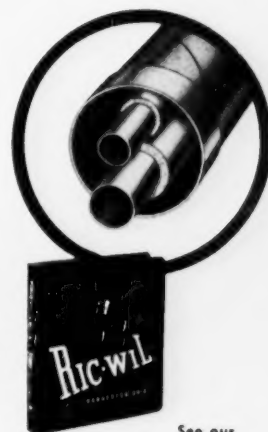
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THIS MONTH the comparison of the Rickover<sup>1</sup> and Hechinger<sup>2</sup> books on American education is continued.

Fred Hechinger hasn't been in Russian schools, but he was the listening guide of Mme. Dubrovina, Soviet deputy minister of education, on her tour of American schools, and he has documented himself carefully. You know him as the gifted education writer of the "Washington Post," the "New York Herald Tribune," "Parents' Magazine," and now of the "New York Times." He does a balanced reporting and editorial job.

Mr. Hechinger warns against scare technics, deplores the exaggeration of absurdities and the singling out of ridiculous instances in American education, looks for the road of reason. Should we ape the Russian achievement? "It would be tragic," says Hechinger, "to imitate a map that has already been found misleading by those who designed it."

**Attended European schools.** Himself educated in European elementary schools, the author finds much to praise in American education. For example, he says, "What the schools did in the assimilation of the immigrant still remains one of the wonders of this age." They made the melting pot into an asset instead of a liability. Hechinger calls John Dewey "probably the most misinterpreted and most misquoted of all American philosophers."

Shuttling by chapters from Ivan's education to Johnny's, he quickly reviews the high quality but highly restricted education of Czarist Russia, the hog-wild permissiveness and experimentation of the post-Revolutionary period, and then details as nearly as the often cloudy evidence permits the current Soviet program in elementary and secondary education.

In science Russian schools begin, as ours do, with pets and petunias in the earliest grades. But in the fourth grade they open into three years of laboratory work, semiscientific gardening, and meaningful work with the microscope. At the sixth grade there are two hours a week in physics, three at the seventh and eighth, four at the ninth, and five at the 10th. This is pointedly contrasted with the American score of only one year of phys-

<sup>1</sup>By Hyman G. Rickover, Vice Admiral, U.S.N. New York: E. P. Dutton and Company, Inc., 1959, Pp. 249.

<sup>2</sup>By Fred M. Hechinger, Garden City, N. Y.: Doubleday and Company, 1959, Pp. 236.

## ON THE SHELF

with James M. Spinning

ics and that for only one in five students. Like contrasts are shown with Russia's six hours of mathematics per week in Grades 8 through 10.

But how about Russia's "universality"? Hechinger cites reports showing that by the end of the fourth grade, more than half of the children had dropped out. At the end of the seventh 85 per cent were gone, with only 5 per cent finishing 10th grade. It is claimed that 12 to 15 per cent now continue through the 10th year. (Compare this with our 12th grade graduation figure of 55 per cent of the entire age group — and we don't think we're doing too well.) Of the Russian figures, Hechinger says, "This is not mass education as we understand it."

### Where Russian Drop-Outs Go

Where do the drop-outs go? Into the labor draft or to the vocational schools, which are mere adjuncts of the labor pool. The goal for this five-year period is 3.5 millions for industry, transportation, construction and agriculture. In a recent two-year period almost 700,000 young boys were sent into the coal mines.

**Signs of trouble.** And what about the future? In his chapter, "Behind the Facade," Hechinger points to signs of trouble: Soviet doctors protesting the heavy school day, "percentomania," which has led to cheating by teachers and bribery by parents, an examination system in which questions are confined to those distributed to students in advance, Mr. Khrushchev's impatience with results.

On April 19, 1958, Mr. K. announced: "It is high time to repattern decisively the system of education of our children." He is apparently leary of a student elite. He doesn't like "professional students who are unfit for anything except more study," scores those who, not being able to get into universities (only one-fourth of the applicants can), took farm and factory jobs "reluctantly as if such occupations were beneath them." This is, of course, an old problem in Europe where a student may lose caste by soiling his hands with labor. We might contrast this attitude with the American one by virtue of which the college boy who waits on table or washes cars or does a summer trick with a road gang improves his prestige. You will open your capitalist eyes wide over the passage in Hechinger



# Classroom comfort begins with solar heat control...

Panels of solar-selecting Owens-Illinois 80-F Glass Block add architectural beauty to the façade of the Niles McKinley High School, Niles, Ohio.

Architect: O'Brien and Steiner, Warren, Ohio



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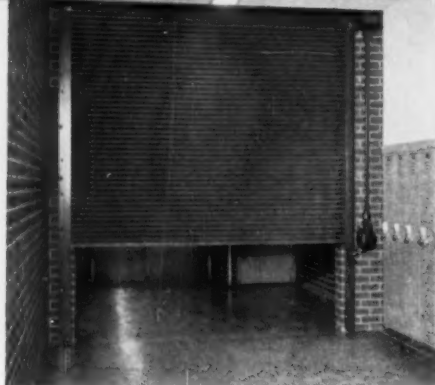
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**modern FIRE doors...**

Top Photo: Suter, Hedrich-Blessing. Lower Photo: Billy Hope. Courtesy of Howard Andrews, Supt. of Schools, Kellogg, Idaho. Architects & Engineers: Culler, Gale, Martell & Norrie, Spokane, Wash.; Perkins & Will, Chicago, Ill.; White Plains, N. Y.

# Kinnear Rolling Doors



This striking new high school at Kellogg, Idaho, presents architectural progress at its best. Right at home in this modern setting are six Kinnear Rolling Fire Doors, like the one at right — with the interlocking steel-slat curtain originated by Kinnear nearly 60 years ago. Like the school itself, these doors owe much of their eye appeal to basic, functional efficiency. In case of fire, they lower *automatically*, blocking the spread of flames. Positive, spring action starts them, yet downward speed is *controlled* for safety. And they can be opened after automatic closure, if

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which describes the plush of student life at the University of Moscow.

Last September Khrushchev predicted that within three or four years most Russian youngsters will be sent to factory or field for practical training. It seems likely that "universality" will end with the seventh or eighth grade instead of the 12th. The Soviets (but not Admiral Rickover) seem to be finding out that their boast that all average boys and girls can profitably attend and graduate from an academic secondary school just isn't true.

**False priorities.** Blinking neither our own shortcomings nor Russia's, in the main endorsing the Conant recommendations, Hechinger concludes: "It is desperately important to prevent the United States from being stampeded into the kind of false priorities that characterizes Russia." The improvement of our schools, he says, is a slow long-range task which must be supported by a continuing flow of money. Our expenditures must be doubled in the next 10 years. Nobody seriously believes this can be done on the property tax and state aid alone.

It is the property tax which runs into the most violent and well organized opposition. It is the one place where a citizen can most effectually — and unwisely — vent his irritation against taxes in general. All through the land P.W.A. built schools on a 45 per cent basis, got thanked, and was never heard of again. The same thing happened with the G.I. educational measures. Federal aid does not necessarily mean federal control.

## What Are Our Answers?

In his last paragraph Mr. Hechinger says that we had better find the answers to these questions:

Is our elementary school stretched out too long?

Should the junior high school, if retained at all, be more closely integrated with the studies of the senior high school?

Is the American child too carefully and too long protected from the rigors of intellectual work?

For almost 50 years we have sought the answers to these. I have known them to be phrased as, "When should Portia face life?" and "Is adolescence necessary?" But Mr. Hechinger is right. New conditions give new urgency to our need to make up our minds — not on the precise point at which a particular child shall grow up, but on the wisest organizational scheme by which we can assist him in that growing up.

I believe that school administrators can profit from pondering Rickover and Hechinger. For a fillip I recommend that they also read Earl H. Hanson, a superintendent no less, who in the "Satevepost" for April 11 says: "Don't Stop Criticizing Us Teachers." There's a guy that when he leads with his right you should look out for both his lefts. ■



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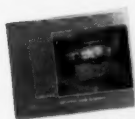
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## Report from Washington . . . . . By EDGAR FULLER

### Alaska Adopts Political School System

► Some exceptional things have happened in the educational organization of the two new states. Hawaii has switched from a commissioner of education appointed by the governor to

a commissioner of education appointed by a state board of education. Alaska has done exactly the reverse, changing from a commissioner of education appointed by a territorial board of education to appointment of this official by the governor.

On this basic problem of state gov-

ernment as it affects education, Alaska has defied a strong trend in the opposite direction among the other states. A dozen years ago chief state school officers of 32 states were elected by popular vote, those of eight states were appointed by state boards of education, and those of the remaining eight states were appointed by governors. Among these 48 states today, the chief state school officer is elected in 21, appointed by state boards in 23, and appointed by governors in only four.

The new constitution of Alaska permits the legislature to establish a state board of education with authority to appoint the chief state school officer subject to the approval of the governor, but the 1959 legislature did otherwise. It provided for an advisory state board of education appointed by the governor, with the chief state school officer also appointed by the governor from lists supplied by the board. *The chief state school officer thereafter serves at the pleasure of the governor.*

The Alaskan constitution mandates that the legislature shall establish and maintain a system of public schools which shall be free from sectarian control, but it does not recognize local school districts. Neither did the legislature in setting up the new government, because it created only two kinds of municipal governments called unorganized and organized boroughs. All local legislative authority and all local executive and administrative functions are vested in a single unified local government. *There is no local school board, and the local schools are to be operated directly by the local political government.*

This immersion of public education in partisan politics at both state and local levels is contrary to the trend for many decades in the rest of the country. Practical educators have learned that effective schools are difficult to achieve under such conditions.

Alaska's school board members and their fellow citizens agree generally with teachers and educational administrators that the system of education imposed on the 49th state by political scientists and politicians will in due time be revised. (Cont. on p. 94)



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(Below, L) Main woodworking shop; (Below, R) Junior High shop; both areas floored with conventional strip Northern Hard Maple flooring.



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Nearly all educators and architects have feet. So do most school pupils. Indeed, feet are so usual there's an aphorism which goes: "to forget all but one of your troubles, wear shoes that are too tight." Because it is so very *foot-friendly* Northern Hard Maple is the favorite modern school flooring. It's warm and firm—a comfort to stand on all day. It's bright, tight, tough-fibered, almost incredibly enduring, and is swiftly renovated. ("Always a new floor underneath!") *Important in shops*—edged tools, dropped on Maple, aren't dulled or ruined, and power-tool anchorage is simpler. Mr. Robert B. Harris of Thomas-Harris-Calvin, architects for the Pedigo Useful Arts School, expressed it succinctly: "... we feel that Maple Flooring for shop areas is the best suitable material."

*Mr. Harris' words express no whim. In a recent nation-wide survey three out of four Industrial Education directors stated they preferred hardwood over all other commonly used shop floor materials, except in Auto Mechanics areas. And the nation's great textile mills and bakeries use hundreds of acres of Northern Hard Maple.*



Woodworking shop, Barrington School, Barrington, Ill. Architects, Perkins & Will, Chicago. Patterned floor of Northern Hard Maple, laid in mastic. Photograph, courtesy Hedrich-Blessing, Chicago.



Multi-Purpose Room, St. Mary's School, Hammond, Ind. Architects, Bachman & Bertram, Hammond. Conventional strip flooring of Northern Hard Maple.



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The temporary defeat suffered by education in Alaska is an illustration of a fundamental conflict that is usually resolved by citizens in favor of school government under which the schools can operate most effectively. The understandable ambition of many politicians and their allied political theorists is concentrated political control of all public services in the hands of elected governors or mayors. To them, everyone who opposes giving politically elected officials this complete authority over education is said to belong to the "educational lobby." The record is clear that this so-called "lobby" is a majority of the citizens in most American states and local communities most of the time.

It is entirely possible that the majority that favors good schools will supply funds for them liberally under any system of fiscal dependence or independence. Allocation of funds among competing public services is not the major educational reason for the widespread existence of the state and local boards of education. The basic reason is that the operation of public schools is so important and so sensitive in dealing with at least 60 million pupils, parents and others each school day that it needs the policy guidance of citizens who are not running for office on non-educational issues.

### Prince Edward County Abolishes Schools

► One of the original defendants in the segregation cases of 1953 was Prince Edward County, Virginia. Having exhausted its legal defenses against school integration, it has now abolished its public school system.

A Washington newspaper headlined the news "Prince Edward Cuts Taxes in Half," a journalistic emphasis on money rather than on loss of education that could damage public school support in many areas.

The 1300 white students will be educated in private schools set up by the white citizens of the county. The 1650 Negro students will probably have limited financial assistance from the state, with perhaps little if any county support for their separate public school system. Exactly what may happen to these schools bristles with legal questions, however, and Congress may soon find itself under pressure to provide federal funds for them. Such national action would be widely regarded as very undesirable interference in Virginia.

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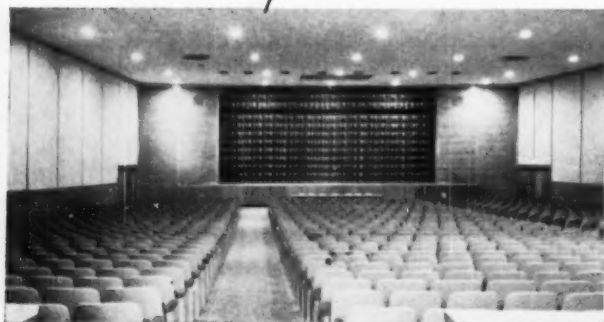
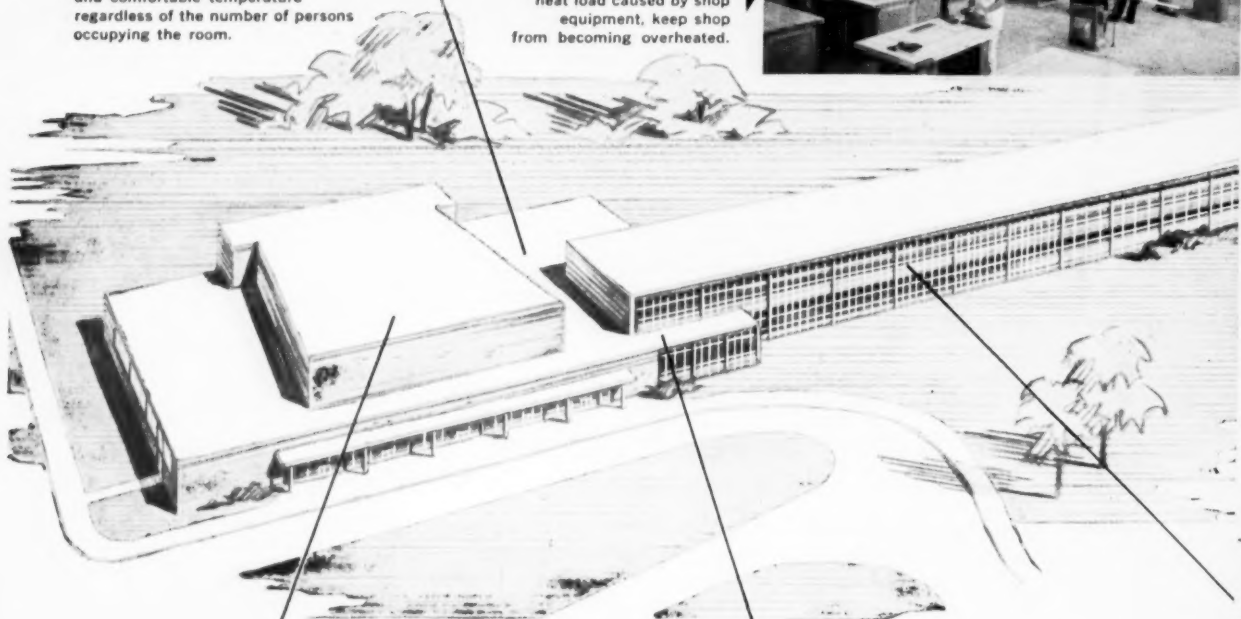
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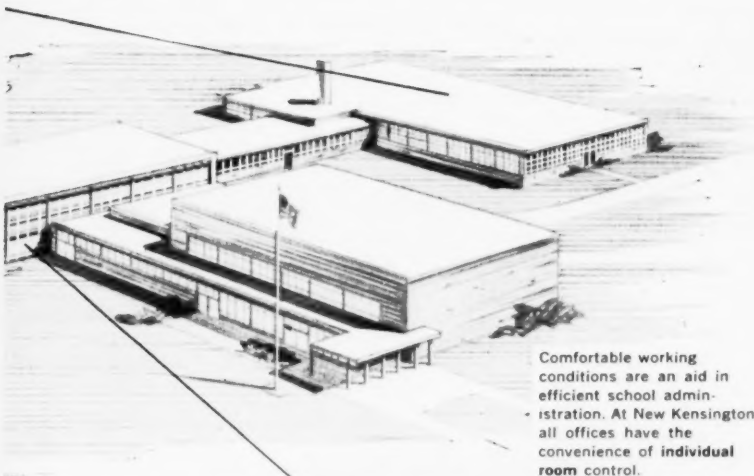




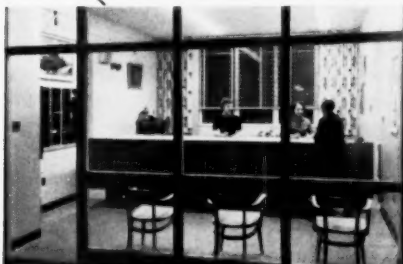
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## N.E.A. Debates Segregation

(Continued From Page 62)

demned," the resolution now reads: "until plans which tie teacher salaries to such subjective ratings can be developed without adversely affecting the education of children, plans... are to be vigorously condemned."

Many of the resolutions reaffirmed last year's position. One statement cautioned against premature conclusions in research and experimentation. Another asked that the U.S. Commissioner of Education be appointed for a definite term of office. In another, vigorous efforts were urged to speed the process of district consolidation in reorganization. Congress was asked to continue its "long standing policy of assigning educational and cultural materials a special postal classification so as to assure educational institutions the full benefit of low cost postal service." Another statement asked Congress to repeal the loyalty oath requirement in the National Defense Education Act.

Another controversy, concerning which the assembly has changed its mind on various occasions, resulted this year in a recommendation that the right of franchise be granted to citizens at the age of 18.

## Telegrams to Washington

The campaign for federal support (don't say "federal aid") kept state delegations busy sending telegrams to Washington. Chief concern was a fear that the Murray-Metcalf bill might be amended to limit federal support to schoolhouse construction purposes only, thus prohibiting the use of such hoped-for funds for teachers' salaries.

The position of the N.E.A. was outlined by Arthur F. Corey, executive secretary of the California Teachers Association. He told delegates they must stand firm and "call a halt to any further short-term, narrow-gauge federal aid type programs."

In an earlier address at the convention, he said: "We need an additional \$8 billion for current operating expenses to maintain a minimal educational program in the schools of America. If we assume that by some magic we could fundamentally overhaul the state and local tax structure for education, we could at best produce less than one-half of the additional needed revenue. In our intense concern for a balanced federal budget we close our eyes to the fact that this year our state and local school systems are having to

spend some \$2.3 billion more than they are receiving in tax revenue and that as a nation our school budget has not been balanced since 1948.

"The way to avoid federal control of our schools is to enact the Murray-Metcalf bill to provide federal financial support to help meet both the immediate and continuing problems of financing adequate teachers' salaries and school facilities. This issue will play a major role in the presidential election in 1960. Now is the time for both major political parties to consider their positions on this vital national issue."

## Dr. Malik Warns America

How can America win the mind and heart of Asia and Africa? Charles Malik, president of the U.N. general assembly, told the convention it will be accomplished only through intellectual and spiritual contacts.

"Friends are not bought and sold, nor can they be bribed," Dr. Malik declared. "I am pleading for a hundred colleges sponsored or supported by America throughout the lands of the East. I plead for a thousand libraries, for existing American colleges and institutes strengthened fivefold, for America to transmit not only the products of technology but the theory and technic of technological creativity.

"I see five times as many institutes on Eastern cultures arising in America, on a rational and nonduplicating basis. I see study and publication of the great cultural traditions of the East on the basis of the highest canons of scholarship and criticism known in the West. I see the West making available to these newly awakened masses its wonderful classics, from Homer to Lincoln, in the original, in English, in the vernacular."

## Kaiser for Federal Support

A plea for a greater dedication to education was voiced in a manuscript prepared by Henry J. Kaiser Jr., vice president of Kaiser Industries Corporation, Oakland, Calif. He was unable to be at the meeting because of illness, so his paper was read by an associate. Discussing the topic, "In Pursuit of a National Purpose," Mr. Kaiser said, "We need a sense of destiny which gives us a creative purpose as a people."

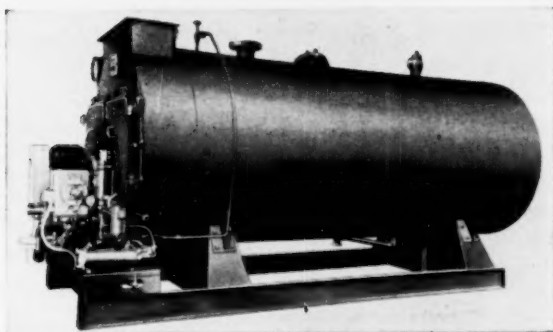
Mr. Kaiser especially pleased his audience with his endorsement of federal support. Said he: "We cannot have the kind of educational system

# More school-heating specifications are written around Kewanee Boilers than any other make

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we need — without money. We can spend more, and we should. And a greater proportion of this money may well have to come from federal sources. This is a national problem. All phases of our economy — federal, state and local — must band together into a partnership to provide us with the funds needed."

### "Southern Moderate" Speaks

The man who apparently lost his seat in Congress in 1958 because of his stand as "a southern moderate" was heard by those who attended the "Notables Dinner" Monday evening. He is Brooks Hays, former U.S. representative from the Fifth Congressional District of Arkansas and now director of the Tennessee Valley Authority. Mr. Hays asked for respect for decisions made at the federal level "be they popular or unpopular laws." Throttling of the public school system, he said, attacks the very foundation stone of our freedom.

Discussing "The Impact of Change on Education in the United States," John W. Gardner, president of Carnegie Corporation, told the convention audience that in the years ahead "we shall develop a habit of living with change, and we shall come to a better understanding of what we must do to guide and channel change." The teaching profession, he said, will not only be teachers of students but "teachers of the nation in the new philosophy of learning and living in the ever-changing world."

"Teachers," he said, "will have to be the first to say that the old ways are not good enough and that continuous adaptation is the only effective and the only worthy path to survival."

### Dr. Carr Talks Finances

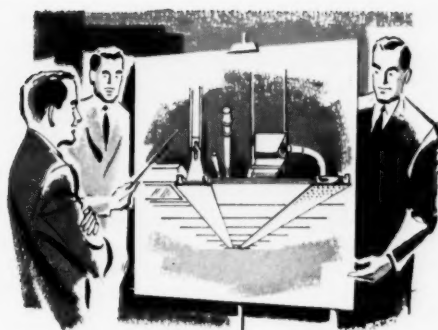
"We could do with half as much talk and twice as much action," William G. Carr told the representative assembly. He was referring to lip service about teachers' salaries and federal support of education.

"We do not lack verbal assurances with regard to the importance of proper financing of education," continued Dr. Carr. The Secretary of Health, Education, and Welfare has said on a number of occasions that teachers' salaries ought to be doubled. He is opposed to any federal appropriation for this purpose. Statements of this kind have become so numerous that it is difficult to find anybody in Washington who hasn't asserted that





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teachers' salaries and educational expenditures should be doubled."

In his executive secretary's report, Dr. Carr assured the delegates that enrollment in the association has now reversed the decline which began when membership dues were raised from \$5 to \$10 in 1957. "This year's gain of more than 50,000 members is the second highest annual increase during the last 10 years," he said, "and if the present momentum continues, we shall regain our former proportion in three years."

He informed the assembly that

N.E.A.'s new headquarters, dedicated last February, is carried on the books as an investment of \$8.25 million.

#### Reports on Special Projects

In reporting on special projects of the N.E.A. during the past year, he directed attention to the survey that was made in more than 200 school systems concerning practices relating to delinquency prevention and control. A second report of this study is to be published soon. Also to be ready this fall is a report on conditions of work for teachers and school administrators

in the public schools." This is a joint project with the N.E.A. Department of Classroom Teachers.

A third study pertaining to the financing of public schools was released during the convention. It is only one of several ways in which the N.E.A. is seeking to promote better understanding of the schools' financial needs. Other efforts have included conferences, technical studies, and intensified efforts in public relations. One of the most recent of these efforts is the establishment of an information center in New York City, linked by teletype to the Washington headquarters.

Publications of the N.E.A. and its departments now number more than 20 periodicals, in addition to scores of books and pamphlets annually. Dr. Carr also reported a promise from the U.S. Secretary of the Treasury that a new ruling will be prepared in time for 1959 tax returns, to further define and expedite the deduction from income tax of expenditures made by teachers who spend their own money to improve their skills and professional knowledge.

#### Award Winners

Twenty-seven winners in the fields of publishing and radio-television received School Bell Awards for distinguished interpretive reporting on education. The presentations were made at the opening session by Sylvia Ciernick, president of the National School Public Relations Association. Six awards went to national magazines, five to television companies, three to radio networks, two to book publishers, three to business corporations, and the remainder to newspapers. The School Bell Awards are sponsored by eight national organizations interested in public education.

#### Clarice Kline President-Elect

The delegates chose a classroom teacher from Waukesha, Wis., Clarice Kline, as president-elect. She is a former president of the Wisconsin Education Association and is currently a member of the N.E.A. Commission on Teacher Education and Professional Standards.

The incoming president is W. W. Eshelman, supervising principal, Upper Dublin Schools, Fort Washington, Pennsylvania. He succeeds in office Ruth A. Stout, director of field programs for the Kansas State Teachers Association, Topeka. ■

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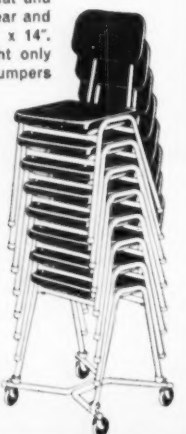


Durham design insures more comfort, more wear, more service for every seating dollar.

**No. 555 Stack Chair**—Vinyl-clad seat and back unequalled for resistance to wear and damage. Fire-proof. Large seat, 14" x 14". Standard dining height. Chair weight only 11 lbs. Rubber bumpers for stacking.



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(NS-859)

# NEWS IN REVIEW

## 1.9 Million School Days Lost in South Last Year

WASHINGTON, D.C. — A total of 1,890,000 school days were lost by 16,300 students in Arkansas and Virginia during the 1958-59 academic year because schools were closed in those states to prevent integration, Arthur S. Flemming, H.E.W. secretary, reported recently.

About 14,500 of these students "were exposed to schooling of one kind or another," but this substitute instruction, "in most instances, was inadequate," Secretary Flemming said.

Approximately 1800 students received no education at all during the past year, he added. "For them it has clearly been a lost year for intellectual growth and development."

## Charlottesville, Va., Adopts Voluntary Desegregation

CHARLOTTESVILLE, VA. — The school desegregation plan submitted by Charlottesville, Va., has been approved

## Late Lines . . .

CINCINNATI. — Rejection of a \$100,000 grant to public schools here under the National Defense Education Act has been reaffirmed by the school board. A spokesman said that acceptance of the money would have jeopardized the board's independence from federal control. The vote was 4 to 3.

LAWRENCE, KAN. — Shakespeare, a propagandist! Objections to so much teaching from the works of Shakespeare were noted by Donald Tuttle of Fenn College, Cleveland, speaking here at the annual conference of the National Commission on Teacher Education and Professional Standards. Professor Tuttle said some educators object to teaching from Shakespeare because his writings reflect a "totalitarian" period. But, said Dr. Tuttle, the anti-Shakespeare movement has not made much headway. More than a thousand people attended the T.E.P.S. Conference, a department of the N.E.A.

CHICAGO. — Two lawsuits growing out of Our Lady of the Angels School fire here Dec. 1, 1958, have been filed in superior court. The first suit seeks \$1.5 million damages from the archdiocese and the city of Chicago on behalf of five children who were injured in the fire. The second suit seeks \$30,000 for the "wrongful" death of a child in the school fire. The complainants accuse the church and the city of many acts of negligence and violation of building, fire and safety codes.

by Federal District Judge John Paul. The city is under court orders to admit 12 Negroes to its white schools next September. The plan will permit other Negroes to enroll in white schools, making Charlottesville the first city in Virginia to agree voluntarily to desegregated classrooms. Students will be segregated by sex at some class levels.

## Says Longer School Day Produced Greater Learning

NEW YORK. — Lengthening of the school day in Long Beach and New Hyde Park, N. Y., has produced greater learning, educators of both districts agree.

"We have been able to cover much more territory," reported Principal John H. Day of the New Hyde Park School District. The extra time has been devoted to reading in the first three grades and to reading and arithmetic in the fourth through sixth grades. The district has 2375 pupils from kindergarten through the sixth grade.

In Long Beach, which has 5000 pupils in all grades and high school, the extra time is divided among all subjects, Supt. David G. Salten said. One day has been shortened to permit teacher inservice work and parent-teacher conferences.

## Indiana University Appoints Shane New Education Dean



Harold G. Shane

BLOOMINGTON, IND. — The new dean for the school of education of Indiana University will be Harold G. Shane, 44 year old Northwestern University education profes-

sor. Dr. Shane assumes his new post in September, succeeding Wendell W. Wright, who retired from the position on July 1.

The new dean's professional experience ranges from elementary school teaching to state supervisor of elementary education and school superintendent. Prior to joining the Northwestern University faculty in 1949, he had been for three years superintendent of schools at Winnetka, Ill., following a like period as assistant professor at Ohio State University. A native of Milwaukee, Dr. Shane holds M.A. and Ph.D. degrees from Ohio State University. His professional experience began as a fourth grade teacher at the Cincinnati University School, of which he subsequently became principal.

## High Court of Montana Rules in Favor of Nonunion Teachers in Butte Case

BUTTE, MONT. — The state supreme court of Montana in early July rendered a decision in the important union-membership-for-teachers case, which has attracted nationwide attention.

The high court implied that the school board has no authority or power to require union membership as a condition of employment or a qualification for salary increases.

It further stated: "As well might it be argued that the board of school trustees might provide that the increased salary shall not be allowed to those who do not affiliate with a certain lodge, service club, church or political party."

The case of the eight Butte teachers against the school board and the local A.F.L. teachers union arose in 1956 when the school board fixed their salaries at the 1955-56 level after these teachers had deleted from their 1956-57 contracts, tendered them by the board, a union security clause requiring membership in the union as a prerequisite to salary raises and other benefits offered union members with equivalent tenure and qualifications.

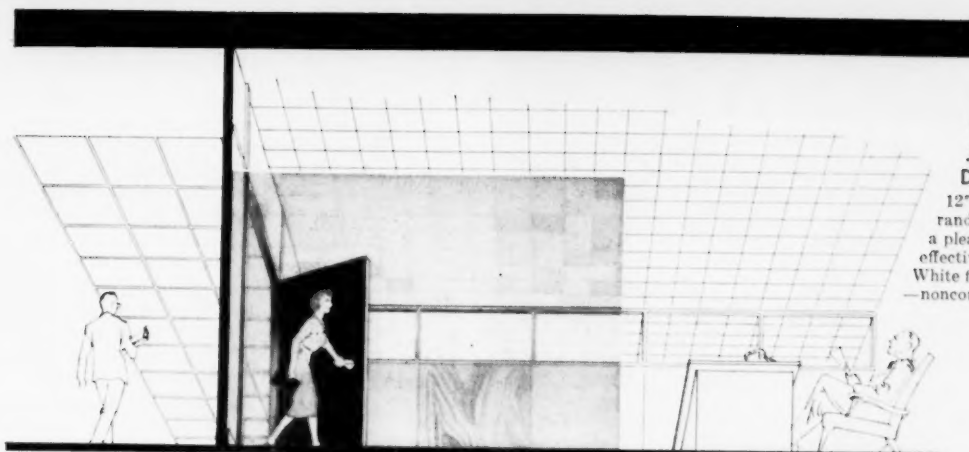
The board hired the eight teachers for 1956-57 but paid them \$300 less than it paid union teachers with equivalent positions. Moreover, it told them that, to maintain their employment, they must join the union later, and they were given a deadline of Sept. 4, 1956, to become affiliated. The teachers did join but, after they attained tenure, some refused to pay their union dues.

The teachers instituted a suit in the district court (Benson et al. v. School District No. 1 of Silver Bow County and Butte Teachers Union Local 332, A.F.L.), petitioning that they be paid equivalent salaries with union teachers and asking the court for a declaratory statement to the effect that "the defendants have no authority to discriminate against any teacher who is not a union member and does not wish to become one, and that the union security clause in the master agreement between board and local union be declared null and void."

The case came to trial in February 1957, and the district court held that the master agreement clause requiring

(Continued on Page 106)





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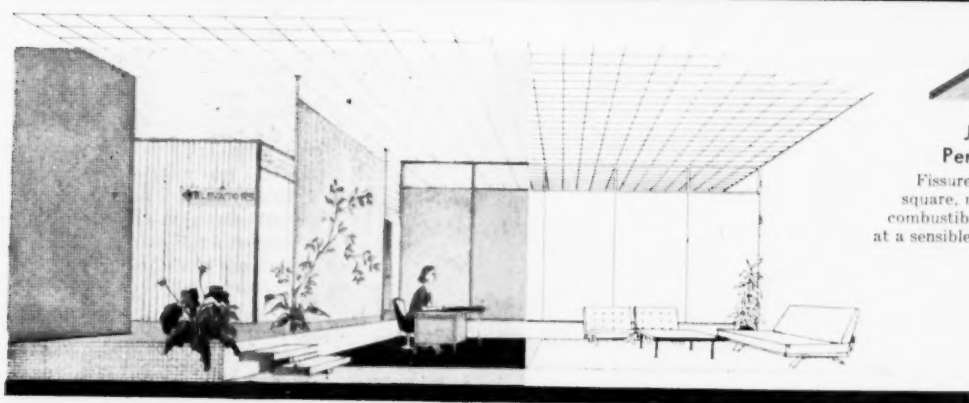
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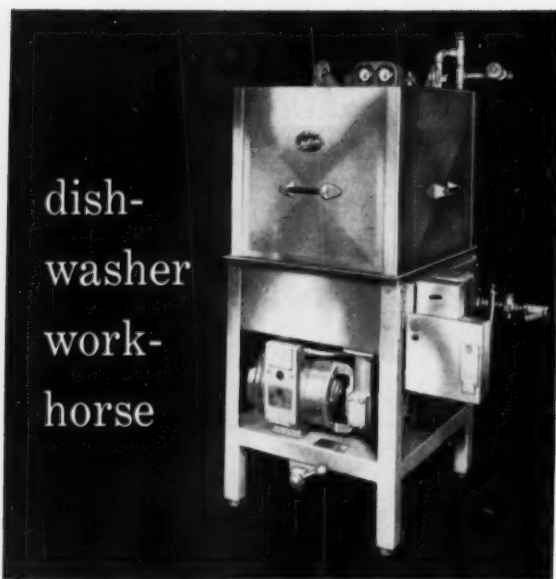
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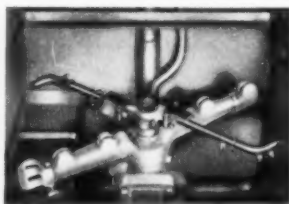
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## High Court Decision

(Continued From Page 104)

union membership was invalid and that discrimination on salary on the basis of union membership was illegal.

Later in 1957 the defendants appealed the case to the state supreme court.

In the September issue of *The Nation's Schools*, Lee O. Garber, the magazine's consultant on school law, will analyze the high court's ruling and show its significance to other state and school districts.

## Master Teachers, Big Classes Forecast for Future Schools

NEW YORK. — The high school of the future will have classes with up to 200 pupils taught by a "master teacher," predicted John W. Studebaker, former U.S. commissioner of education, at the 11th annual Curriculum-Guidance Conference held at the New York School of Printing recently.

Master teachers, with all the necessary modern aids, will handle the larger classes, while the other teachers will either assist or conduct smaller classes where individual attention is needed, he prophesied.

## Gores Predicts Malleable School Plant

ATLANTIC CITY, N.J. — "Eventually the schoolhouse will possess a malleable interior, shaped at will by the occupants, and not the reverse," Harold B. Gores, president of Educational Facilities Laboratories Inc., told a meeting of the Society of Fire Protection Engineers at the 63d annual convention of the National Fire Protection Association here recently.

Many schools are asking for buildings whose interiors can be arranged at will and at once, that are designed to accommodate classes varying in size from 100 or more pupils in lecture-discussions to as few as a half-dozen sitting seminar-fashion around a table, Dr. Gores commented.

"An auditorium divisible into separate spaces for instruction when not in use as an auditorium is one of the several promising ventures in reshaping school space," he explained. "The containment of physical education in a space other than the standard gymnasium 'box' is another that bears watching."

At other sessions of the meeting, fire officials from Chicago, Philadelphia and Austin, Tex., described corrective measures taken in their communities since the Chicago school fire last December.

All 68 Philadelphia schools with unenclosed stairwells will be fully protected by the time they reopen for classes in September, reported William J. Eckles, deputy fire commissioner in charge of fire prevention.

## School Law Conference Looks to Education's Future

DURHAM, N.C. — The role of the school administrator was among topics discussed at the sixth annual Duke University school law conference on June 23 and 24. About 175 persons from 10 states, the District of Columbia, and the Philippines attended the conference.

Finis Engleman, executive secretary, American Association of School Administrators, said that "nothing but education can sustain a free society" and added that "unless we can strengthen education so that man can make wiser judgments, democracy will tumble."

In commenting on the function of the administrator, Dr. Engleman identified 15 or 20 issues upon which school administrators must take a stand if they are not to abrogate their position of educational leadership. Some of these issues as questions are: (1) Because of fear, selfishness or poor judgment will we abandon our basic concept of democratic values with respect to education, i.e. the basic concept that education is for all? (2) Will we listen to small but powerful groups who want to tell us what to teach? (3) Will we allow a narrow view of local autonomy to bar good schools? (4) Will we permit small groups to undermine the confidence which has been placed in administrators? (5) Will the principle of using public tax money for publicly supported schools be maintained? (6) Will we continue to accept in large measure the concept that public education is a unique function of government, or will we listen to those who would relegate it to the position of a department of local government?

Ralph Moody, assistant attorney general, read a report entitled "Schools Must Operate Within the Framework of the Law," prepared by Malcolm B. Seawell, attorney general of North Carolina.

The future of public education in North Carolina depends on the local boards, who must continue to operate within the framework of the law, "administering the law as it should be administered, and not giving way to personal feelings and prejudice," Mr. Moody said.

Arthur Larson, director, World Rule of Law Center, Duke University, spoke on "The Schools and World Rule of Law." As a basis for leadership Mr. Larson urged the development of a system of world law as a substitute for force.

E. C. Bolmeier, Duke University, addressed the conference on the "Legal Scope of Teachers' Freedoms." In citing restrictions placed upon them in the fields of collective bargaining and politics, he said that teachers should become reconciled to these legal restrictions before entering the profession since their status is that of public employees.

Newton Edwards, professor emeritus, University of Chicago, and currently



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Heart of Hobart slicer performance is the *solid, stainless steel, stay-sharp* blade, quality-made by Hobart from an exclusive cast process from molten metal to finished blade. Long-wearing with razor-sharp edge, it will *never* stain, pit or blacken like the ordinary plated blade—and will outlast and outperform any other blade you have ever used! Free of food- and juice-trapping crevices, Hobart sanitary design permits easy, quick cleaning without tools.

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professor of education, University of South Carolina, spoke on "Contractual and Employment Rights and Liabilities of Teachers." He discussed the legal aspects of teacher contracts and made applications to certification and tenure.

Lee O. Garber, University of Pennsylvania, spoke on "Conference Recapitulation." In addition to discussing highlights of the current conference, he considered the history of the conference from its beginning in 1954 as a joint project of Duke University and the cooperative program for educational administrators.

In 1960 the conference probably will deal with legal problems involved in school board operation. — Reported by Lee O. Garber.

**Demand Decreases.** Approximately 47,490 prospective new elementary teachers and 78,220 prospective high school teachers graduated from college in 1959, according to the N.E.A.'s 12th annual teacher supply and demand report, prepared by Ray C. Maul. This is an increase of 4.8 per cent and 13.2 per cent, respectively, over the 1958 class. This year, the number of new mathematics teachers has jumped 32.1 per cent. Science teachers have increased 27.7 per cent.

**Century-Old Schoolhouse.** One of the oldest buildings in North Carolina houses Taylorsville High School in Alexander County. The 102 year-old structure, which now accommodates 1700 students and teachers, was constructed in 1855 largely by slave labor. The site was purchased for \$100 in 1853 from James James, uncle of Jesse James. The building was sold in 1913 to the county board of education, and to this original building a 10 room structure was added in 1941.

**Teen-agers Opinion.** "Unhappy conditions at home" was listed as the prime cause of juvenile delinquency by junior and senior high school students polled recently by "Scholastic Magazine." The majority of students would keep the school leaving age at 18, would keep the voting age at 21, and believe standards of school dress should be set. Only 12 per cent would lengthen the school day and 11 per cent would lengthen the school year. About 75 per cent said they wanted more knowledge of national and international affairs.

**To Accredite Administrators.** The A.A.S.A. executive committee has designated the National Council for Accreditation of Teacher Education as the agency to accredit schools preparing school administrators. This is a step toward the new A.A.S.A. membership requirements to take effect in 1964.

## Stop struggling with all those books & magazines!

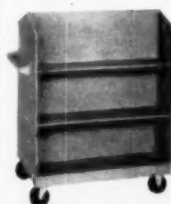


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Here in one compact highly maneuverable, ruggedly built truck are 18 feet of book shelving. Three sloped shelves on each side. All steel construction. Finished in baked enamel. Big 5" casters make moving easy. Convenient nickel plated handle. Dimensions: 43" high; 36" by 18".

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## Urge U.S.O.E. To Strengthen Leadership in School Housing

WASHINGTON, D.C. — The new and more prominent role that the school housing section of the U. S. Office of Education should play in its contacts with state and local school authorities was blueprinted at a conference held here recently. Stressed throughout the two-day meetings was the need for an active information service equipped to provide up-to-date information that is escaping administrators, as well as the need for personnel to do trouble shooting out in the field.

Invited to the conference were 20 specialists in schoolhouse planning and executives of school organizations. John L. Cameron, chief of the school housing section since March 25, presided.

While praising the present five-man staff, the school and construction specialists pointed out the need for expanding the services of the section along the following eight lines: (1) vitalizing and expanding leadership and service roles; (2) making school housing consultative services readily available; (3) employing additional professional staff members who are competent in the total school housing field and specialists in particular areas; (4) continuing publication of housing and equipment materials appropriate to the times and on a larger scale; (5) identifying needed pure research, and determining methods for disseminating experiences with newly tried methods; (6) developing a system of cost values in terms of the educational use of school facilities instead of dollars; (7) encouraging the development of educational specifications, and (8) determining school plant capacity and utilization.

**Unite Sciences.** High schools were urged to emphasize "understanding science rather than learning what science has uncovered" by Chester A. Lawson, head of the natural sciences department, Michigan State University, recently. Physical and biological sciences should be taught as a unit in high school to best prepare future scientists for specialization in college and to give others the appreciation of science they should have, he advised.

**Letters for Academic Jackets.** High school students in Denison, Tex., who achieve the top grades in English, mathematics, science and social studies will be given letter jacket awards for the first time. Twelve boys and 12 girls will annually receive the awards, two going to sophomores, two to juniors and two to seniors in each of the four fields. Winners will be determined by recorded grades of the first semester and results of standardized achievement tests in the subject.

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### Little Rock May Open Schools; Other Areas Still Take Sides

WASHINGTON, D.C. — The Little Rock school board is making plans to reopen the four public high schools after a three-judge federal court declared a state school closing law unconstitutional. Governor Orval Faubus conceded that he had lost his authority to keep the schools closed, an Associated Press report stated.

A segregation bill that would provide the mechanics of setting up a private school system was passed in the Florida legislature recently, the paper stated.

In the 1959 session of the South Carolina general assembly, which ended May 22, no new pro-segregation bills were

legislated, and only one measure connected with race relations was enacted — a bill aimed at curbing bombing and bomb threats.

A white school and a Negro school, which adjoin, were ordered merged by the school board in Greensboro, N. C.

### 60,000 To View Elementary French Lessons

BOSTON. — Approximately 60,000 elementary school pupils in Massachusetts and parts of New Hampshire and Rhode Island will participate in a three-year pioneer television course in French, the Massachusetts Executive Committee for School Television said recently.

The course, sponsored by the Modern Language Project of the Massachusetts Council for Public Schools, will be financed by the Ford Foundation, Title VII of the N.D.E.A., and the Eastern Massachusetts Council for School Television. Earle S. Randall, professor of modern languages at Purdue University, will direct the project.

Starting in September, two 15 minute lessons will be viewed by pupils each week for 30 weeks as part of "21 Inch Classroom," a series of in-school telecasts now being viewed in the three states. At a later date, the French series will be filmed for national distribution.

### Conference Analyzes Reading Efforts of Children

CHICAGO. — A good reader in the elementary school is "probably a better reader than were his father and his teachers at that age." The reason is that his teacher is sensitive to many more kinds of reading skills, habits and attitudes and is doing something consistently and directly to foster them."

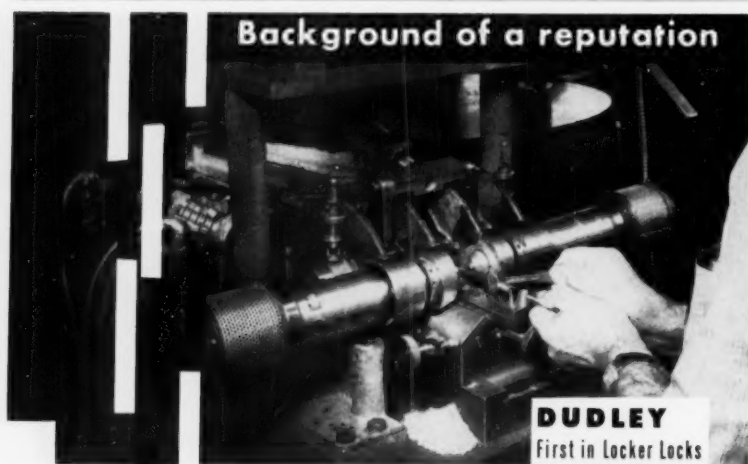
This is what Constance McCullough, San Francisco State College, told more than a thousand teachers and school administrators who attended the University of Chicago's 22d annual Conference on Reading here in early July. The central theme was "Reading Instruction in Various Patterns of Groupings."

"The effective reader helps himself, takes pride in helping others, gets help himself when he needs it, uses the techniques he has found to be effective for him, and receives the author's message emotionally and intellectually," she explained.

"Children are consuming almost unbelievable quantities of reading materials," Leo C. Fay, Indiana University, told the conference. In social studies, "excellent research activities are being carried on by elementary school children as they turn to encyclopedias, atlases and content books that are richer in description and detail than the summary textbooks that all too often have been the only fare," he said.

At another session, Daisy M. Jones, director of elementary education, Richmond, Ind., advised: "Let's tell parents the truth about what Johnny can do instead of trying to tell them how he rates. So long as we publish honor rolls and give A's, we are going to encourage parents to gratify their own egos by pitting their children against the neighbor's children."

James C. Reed, remedial reading instructor, Wayne State University, said most reading tests available today do not provide sufficient diagnostic information to pinpoint the type of disability and indicate the need for a particular type of instruction.



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## Teen-Agers Favor Bigger Tax for Schools

LAFAYETTE, IND. — Schools should get a larger share of the tax money, and the greater portion of these funds should come from the federal government, according to the majority of high school students polled by the Purdue opinion panel of Purdue University.

Of the 17,000 teen-agers polled, 53 per cent voted for an increase in funds for education, while 34 per cent said the share was just about right, and 11 per cent said it is too large.

Half of the youngsters favored federal aid to education. Greatest opposition to

federal support came from students in southern states.

Eighty per cent of the students think that the federal government should contribute money for schoolhouse construction, but only 43 per cent wanted the federal government to establish building standards if funds are given.

Fifty-five per cent voted to increase community taxes for more classrooms. More southern students favored community taxes than students from other parts of the nation.

Government subsidies for bright students who could not afford to attend college were favored by 70 per cent of the teen-agers polled.

## Studies Effects on Honors Programs, Students

ANN ARBOR, MICH. — What colleges can do with honor students depends on what has been done with them in the elementary grades and in the high school, Frank O. Copley, professor of Latin and consultant for the honors program at the University of Michigan, said at a meeting of the Inter-University Committee on the Superior Student here recently. Sixty-three educators from the East and Middle West gathered to exchange information on honors programs in publicly supported schools.

"An honors program might break down the all too obvious chasms existing in educational levels today," he continued. Elementary, junior high, and high schools will tighten up as more colleges offer credit to high school seniors for taking advanced work, he said.

## Hechinger Education Editor for New York Times

NEW YORK. — Fred M. Hechinger, associate publisher of the Sunday Herald, Bridgeport, Conn., since 1956, and education editor of Parents magazine, has been named education editor of the New York Times.

Mr. Hechinger succeeds Loren B. Pope, who has been appointed assistant to the chancellor of the Michigan State University branch at Oakland.

Born in Germany, Mr. Hechinger came to the U.S. in 1936. He received an A.B. degree from City College of New York.

## Would Use High School for Two-Year College

CARBONDALE, ILL. — To help ease growing enrollments of colleges and universities, many communities could establish junior colleges economically by utilizing high school buildings and teachers, the former research director of the American Association of Junior Colleges recommended here recently.

Leonard V. Koos, visiting professor of education at Southern Illinois University, also suggested that more students stay at home their first two years of college.

Student potential, not economic potential, should be the primary consideration in planning community colleges, Dr. Koos advised. For efficient operation, at least 200 students would be needed, he said.

## Prepares Kit To Tell School Problems

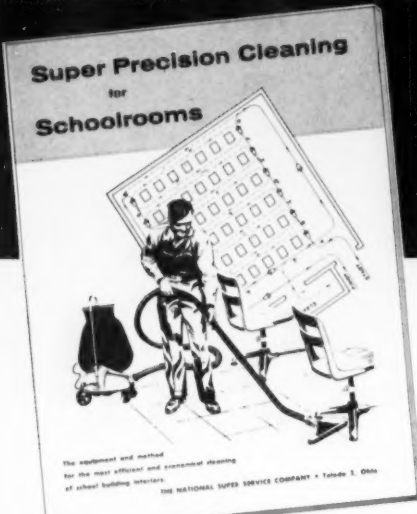
NEW YORK. — The National Citizens Council for Better Schools has prepared a 10th anniversary editorial kit this year to help publications inform their readers about school problems and the role that they can play in solving them.

Copies of the kit can be obtained from the council, 9 E. 40th St., New York 16.

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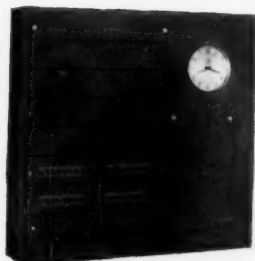
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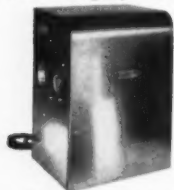
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## Coming Events

### JULY

31-Aug. 7. World Confederation of Organizations of the Teaching Profession, N.E.A., Washington, D.C.

### AUGUST

8-13. American School Food Service Association, San Francisco.

17-19. National Council of Teachers of Mathematics, N.E.A., Ann Arbor, Mich.

23-28. National Conference of Professors of Educational Administration, University of Buffalo.

25-28. American Dietetic Association, 42d annual meeting, Los Angeles.

### OCTOBER

4-7. National Conference on School Transportation, University of Kansas, Lawrence.

6-9. National Council on Schoolhouse Construction, Kansas City, Mo.

11-15. Association of School Business Officials of the United States and Canada, Miami Beach.

19-23. National Safety Congress, annual meeting, Chicago.

19-23. American Public Health Association, annual meeting, Atlantic City.

23, 24. Department of Rural Education, N.E.A., Seattle.

25-28. County and Rural Area Superintendents, N.E.A., Seattle.

### NOVEMBER

3-5. National Association of Public School Adult Educators, N.E.A., Buffalo.

5-9. Adult Education Association, 5th annual conference, Buffalo. Theme—"Adult Education for Freedom: A Reappraisal Nationally and Internationally."

8-14. American Education Week. Theme—"Praise and Appraise Your Schools."

12, 13. National Organization on Legal Problems of Education, Cleveland.

### DECEMBER

1-3. California Association of School Administrators, annual convention, San Francisco.

### FEBRUARY

11-13. American Association of Colleges for Teacher Education, 12th annual meeting, Chicago.

13-17. American Association of School Administrators, Atlantic City.

15-17. American Educational Research Association, N.E.A., Atlantic City.

### MARCH

6-9. Association for Higher Education, 15th national conference, Chicago.

6-10. Association for Supervision and Curriculum Development, N.E.A., 15th annual meeting, Washington, D.C.

27-April 2. 1960 White House Conference on Children and Youth, Washington, D.C.

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## Votes on Zoning Private Schools

SADDLE RIVER, N.J. — By a 4 to 2 vote, the city council here adopted an ordinance that would give the zoning board of adjustment the right to determine whether a private or parochial school could be established in the community.

The new ordinance permits the zoning board to approve a school if it finds that the institution is not detrimental to the health, safety and general welfare of the community, and is reasonably necessary for its convenience.

## Medical Group Condemns Athletes' Pep Pills

CHICAGO. — A special committee of the American Medical Association recently condemned the administration of "pep" pills to high school and college students to improve athletic and academic performance.

The committee surveyed 900 high schools and 900 colleges over a two-year period. Only 1 per cent of the coaches, trainers and others involved with athletes admitted the use of amphetamine, a drug that directly affects the central nervous system and serves as a lash to spur physical activity.

## "Continental Classroom" Picks Chemistry for 1959-60

NEW YORK. — Modern chemistry will be the subject of the "Continental Classroom" television series for the 1959-60 academic year, the National Broadcasting Company has announced. John F. Baxter, professor of chemistry, University of Florida, will be the national teacher.

The series, tentatively scheduled to begin September 28, will consist of 80 TV lecture demonstrations in color and black and white each semester. There will be frequent guest lecturers, including Nobel prize winners.

## A.S.B.O. Tentative Program Allows Time for "Better Way"

MIAMI BEACH, FLA. — In skeleton form this year's convention program of the Association of School Business Officials of the United States and Canada looks like this: three general sessions, one on each of three days; 18 section meetings held during the same period; a clinic and a panel meeting on Tuesday evening. Commercial tours are planned for Tuesday and educational tours for the fourth day. Scheduled for the first evening is the exhibitors' entertainment, while a water show is planned for the third night.

Following the convention, which is scheduled to meet here October 11 through 15, post-convention tours have been arranged to the Bahamas and Cuba.

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## Develops Code of Conduct for School Bus Riders

WASHINGTON, D.C. — The behavior of children on school buses and around loading stations is a major problem connected with school transportation, the N.E.A.'s National Commission on Safety Education has discovered after discussions at school transportation meetings.

To overcome this problem, the school district of Dane County, Madison, Wis., parents, bus drivers and bus riders recently developed a code of conduct called "Dane County School Bus Riders Rules and Regulations."

Some 25 statements guiding the conduct of riders were organized into four

categories of conduct: (1) previous to loading, (2) while on the bus, (3) after leaving the bus, and (4) during extracurricular trips. These statements were printed on a card which passengers carry with them. A card stub contains an agreement for parents and students to sign saying passengers will obey rules.

**Liberty Investigated.** A 10 year investigation of the development of free institutions in the United States has been started at Harvard University, under an administrative committee headed by Paul H. Buck, American historian. The committee will establish the Center for the Comparative Study of the History of Liberty in America.

## About People

### Changes in Superintendencies



George B. Brain

George B. Brain, superintendent since 1953 at Bellevue, Wash., has been appointed superintendent of public instruction of Baltimore, effective January 1. He will succeed

John H. Fischer, who has been named dean of Teachers College, Columbia University. Edward Stein, deputy superintendent of Baltimore, will serve as acting superintendent from September through December.

Dr. Brain has served as senior high school teacher and elementary principal in Washington, and, from 1951 to 1953, as assistant superintendent at Bellevue. He also has been chairman of the first International Seminar on Educational Administration, a group of 25 superintendents who visited schools in France, Belgium and the Netherlands to study their programs.

Richard Foster, assistant superintendent in charge of curriculum, Marin County, San Rafael, Calif., to superintendent, Jefferson School District, Daly City and Colma, Calif.

William H. Wagoner, executive secretary, North Carolina School Board Association, to superintendent, Elizabeth City, N. C.

Walden F. Roush, elementary principal, Ordinance School, Point Pleasant, W. Va., to superintendent, Mason County, Point Pleasant.

C. Warren Gardner, School Union 25, Ashfield, Mass., to Rockport, Mass.

Perry Grier, supervisor of elementary schools, Black Hawk County, Waterloo, Iowa, to superintendent there.

Richard Huston, teacher, Jameson, Mo., to superintendent, Daviess County, Gallatin, Mo.

Nadine Hall, teacher, Galt, Mo., to superintendent, Grundy County, Trenton, Mo.

William A. Sexton, high school principal, Fennville, Mich., to superintendent, Allegan County, Allegan, Mich.

William J. Krum Jr., Endicott, N. Y., to Wantagh, N. Y.

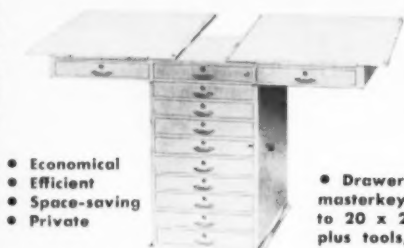
Albert R. Brinkman, elementary school coordinator, Tarrytown, N. Y., to superintendent, Dobbs Ferry, N. Y.

L. H. Siekmann, Dundy County, Benkelmann, Neb., to Dodge County, Fremont, Neb.

Richard Fickel, assistant supervisor in charge of education, Walnut Creek, Calif., to superintendent there. He succeeds Sheldon Rankin, who retires June 1960.

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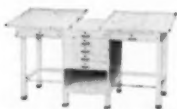
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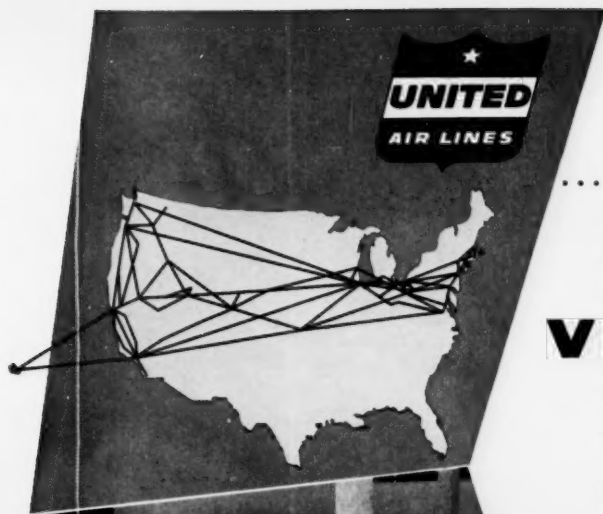


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The unusual foot traffic conditions in United's buildings demanded a floor finish with exceptional qualities. One that kept its initial appearance after hard usage, provided safe walking for the public, was easy to maintain, long wearing and had maximum scuff and marking resistance. STYLE met these conditions with flying colors. STYLE'S super tough surface permits UNITED to reduce the buffing operation, thereby effecting a considerable savings in labor, material and equipment.

United Air Lines selected STYLE, after rigid testing of over 12 leading floor finishes, because its performance qualities, under all conditions, more than met United's requirements and proved superior to any other product tested.

Vestal's new STYLE floor finish is all synthetic. New hard plastic Polymers make it especially tough. STYLE'S beautiful, fresh-coated appearance lasts much longer . . . means less frequent re-coating . . . better appearance between applications . . . and most important—savings in labor costs.

Why not discover STYLE'S appearance and economy in your floor maintenance program. Mail the coupon below for your "proof" demonstration.



Photos courtesy  
United Air Lines

**Vestal Incorporated**  
4963 Manchester Ave., St. Louis 10, Mo.

Gentlemen: ☐ I'd like a free "proof" demonstration  
of your new STYLE floor finish.  
☐ Please send literature.

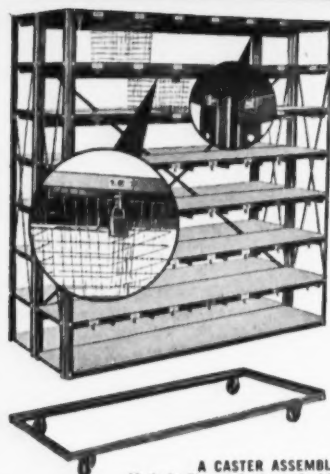
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school					
address					
city		zone		state	



STYLE is the first and  
only product with the  
VERI-FIRE tracer for  
built-in scientific floor  
maintenance control.

**VESTAL INCORPORATED**  
Sanitation-Maintenance Division  
4963 Manchester Avenue • St. Louis 10, Missouri  
Jersey City, New Jersey • Modesto, California

# Any Size GYMNASIUM BASKET RACKS WITH RECESSED HASPS



**A CASTER ASSEMBLY**  
Made to fit any single or double  
rack, may be added or removed at any time.

Insist on Neubauer Basket Racks for these exclusive features:

1. Rigid twin-post corners make the whole rack stronger,
  2. Your choice of any size to fit odd baskets or limited space\*,
  3. Easier assembly, hasps and dividers installed at the factory,
  4. Recessed hasps can't snag clothing or cause injury. (Hasps omitted if desired)
- plus a choice of four popular baked enamel finishes, plated hardware, sturdy bracing, and other details of quality.

**STORAGE  
SHELVING**  
with patented  
twin-post corners



**AND  
LIBRARY  
SHELVING**

with beautifully finished end panels, can be furnished in any size to fit your room dimensions. Baked enamel colors are green, grey, tan and beige.

**\*No extra charge**

You don't pay a premium for odd sizes when you buy Neubauer racks and shelving.

**TWIN POST  
Neubauer  
MANUFACTURING CO.**  
517 LOWRY AVENUE N.E.  
MINNEAPOLIS 18, MINN.

Robert O'Kane, Ipswich, Mass., to Glenn Cove, N. Y.

Oscar W. Benold, head of the mathematics department, Blinn College, Brenham, Tex., to superintendent, Burton, Tex., succeeding H. E. Morton, who resigned.

H. E. Corley, high school principal, York, S. C., to superintendent, Chesterfield County, Charleston, S. C.

Myron G. Colburn, Colville, Wash., to South Central District 406, Seattle.

Theodore Johnson, Twisp, Wash., to Freeman, Wash., succeeding Howard M. Muse, who becomes deputy superintendent, Spokane County, Spokane.

Walter A. Hitchcock, Moxee School District No. 90, Yakima, Wash., to the Orchard Park-West Valley School System, Millwood, Wash. He succeeds C. O. Pence, who has accepted a position with the Washington Department of Public Instruction.

Guy W. Astle, high school teacher, Mustang, Okla., to superintendent there, succeeding Ernest Elliott, who retires after 42 years in the education field.

Samuel King, New Edinburg, Ark., to Dardanelle, Ark., succeeding John Webb, who has accepted a position with the Arkansas Department of Education.

James A. Stanley, high school principal, Robbinsville, N. C., to superintendent, Graham County, Robbinsville, N. C.

E. Ross Harrington, assistant superintendent and director of education, Taft, Calif., to elementary superintendent there, succeeding Milton G. Ross, retired.

P. A. Smith, high school principal, Fairmount, Ind., to superintendent there, succeeding the late F. Stanton Galey.

Anthony Marinaccio, Kankakee, Ill., to Davenport, Iowa.

Rinaldo Wren, principal, union high school, Madera, Calif., to high school superintendent there. He succeeds L. C. Thompson, who retires September 1.

Wayne L. Butterbaugh, Simi Valley, Calif., to Palos Verdes, Calif.

Cecil Carter, teacher, Hartville, Mo., to superintendent, Wright County, Hartville.

## Other Appointments . . .

C. E. Burnett, superintendent, Harlingen, Tex., to associate professor of educational administration, Texas College of Arts and Industries, Kingsville.

Carl H. Porter-Shirley, superintendent, Newport, R. I., has accepted a position on the faculty of the University of Maine, effective September 1.

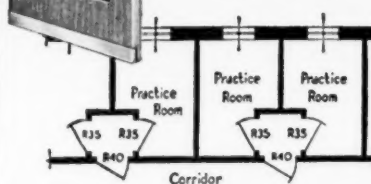
George H. Geyer, associate superintendent, San Diego, Calif., has been elected president of the California Association of Public School Business Officials for 1959-60.



# STOP Disturbing Sounds

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## WITH HARDWOOD PRODUCTS SOUND INSULATING DOORS



Isolate disturbing noise and sound in music and band rooms, gymnasiums, workshops and hallways with this nationally famous sound insulating door. Pre-measured for sound reduction, you know in advance the final noise factor. Sound Insulating Doors come in 35, 40 and 43 decibel degrees of transmission loss — controlling a full range of sound intensity. Write for details or consult your architect or acoustical engineer.



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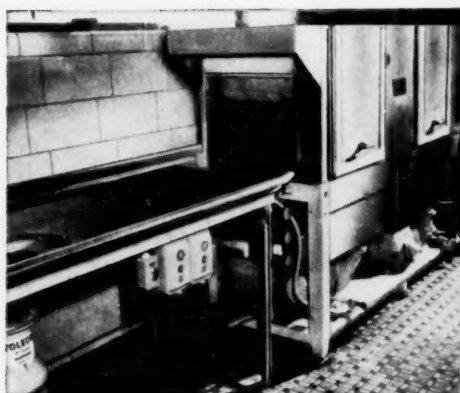
**HARDWOOD PRODUCTS CORPORATION**  
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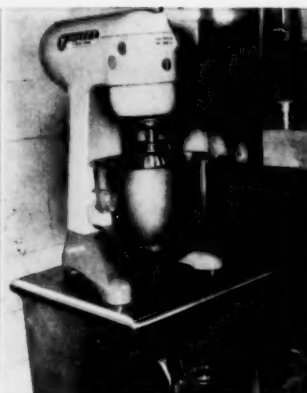


Hilton Central School, Hilton, N. Y. • Benedict Ade, Architect  
Installation by Main-Ford General Supply Co., Rochester, N. Y.

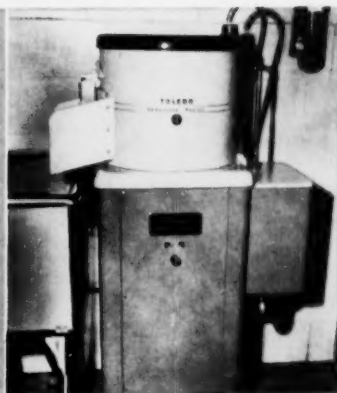
## TOLEDOS STREAMLINE FOOD SERVICE AND PARE KITCHEN COSTS AT THIS NEW SCHOOL



**Toledo Conveyor Dishwasher with Prewash** makes dishes and glassware gleam. High hourly production. Automatic through pre-wash, wash and rinse cycles. Toledo Disposer serves dish table.



**Toledo Vertical Mixer** . . . 20 quart capacity, does thorough mixing. Fast, dependable. Cleanline design.

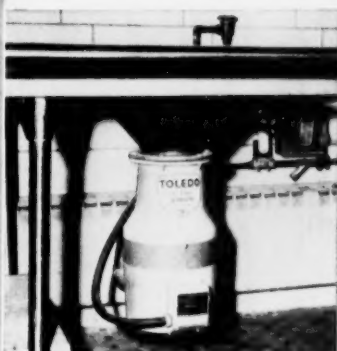


**Toledo Peeler** . . . peels a full 30 lb. charge in 1 to 1 1/4 minutes. Double-action peeling.

The modern, efficient kitchen at new Hilton Central School will still be modern and efficient years from now. Its foresighted planners selected Toledo kitchen machines to efficiently mechanize kitchen operations.

New Toledo kitchen machines will fit *your* kitchen service needs equally well. And match your budget needs. They are designed to meet your demands for speed, ease and sanitation in a big variety of operations necessary for volume feeding service.

Look over the complete line of new Toledos . . . compare design and performance with others in the field . . . and you'll know why more and more of the best run kitchens are going Toledo all the way. Let Toledo add their experience to yours in making your kitchen the very last word in cost-cutting efficiency. **SEND TODAY** for bulletin SD 3814. It's your guide to a new concept in modern kitchen operations.



**Toledo Disposer** . . . provides easy, sanitary disposal of food wastes. Heavy-duty engineered for enduring, carefree service.



**TOLEDO** *Kitchen Machines*  
DIVISION OF TOLEDO SCALE CORPORATION  
245 Hollenbeck Street  
Rochester, New York



HI-SPEED  
SAWS



MIXERS



STEAK  
MACHINES



CHOPPERS



DOOR-TYPE  
DISHWASHERS



COUNTER  
DISHWASHERS

**Jefferson H. Haney**, superintendent, Madison, Kan., assumed duties as associate executive secretary of the Michigan Education Association.

**Frank W. Hubert**, superintendent, Orange, Tex., to dean, school of arts and science, Texas A & M College, succeeding **G. W. Schlesselman**, acting dean, who becomes associate dean there.

**H. Kenneth Barker**, assistant director, bureau of appointments and occupational information, University of Michigan, to associate executive secretary, American Association of Colleges for Teacher Education. **Paul M. Allen**, assistant professor, San Francisco State College, to as-

sociate secretary for research and study, A.A.C.T.E.

**James W. Reynolds**, professor of higher education, University of Texas, has been elected president of the Association for Higher Education, effective September 1. He succeeds **Russell M. Cooper**, assistant dean, college of science, literature and arts, University of Minnesota.

**Paul A. Miller** has become the first provost of Michigan State University. This new position combines the offices of vice president for off-campus education, formerly held by Dr. Miller, and vice president for academic affairs, formerly held by **Thomas H. Hamilton**, who

has become president of the State University of New York. Dr. Hamilton succeeds **William S. Carlson**, who has been named president of the University of Toledo.

Four new staff associates have been appointed to the Midwest Administration Center for a two-year period. They are; **Virgil E. Blanke**, superintendent, Napoleon, Ohio; **W. J. Hartrick**, supervising principal, School District No. 11, Trail, British Columbia, Canada; **Richard J. Hills**, assistant director of elementary schools, Cody, Wyo., and **Charles F. Faber**, elementary principal, Geneva, Ill.

**Ralph R. Fields**, director, division of instruction, Teachers College, Columbia University, has been appointed associate dean there.

#### Superintendents, Resigned . . .

**Donald M. Van Devander**, Englewood School District, Kansas City, Mo.

**Lee W. Harris**, assistant superintendent in charge of business and finance, Marin County, San Rafael, Calif.

**San S. Jossey**, Cook County, Adel, Ga.

**H. Lee Thomas**, Moore County, Carthage, N.C.

**Robert Belknap**, elementary school district, Santa Paula, Calif., effective September 1.

#### Retired . . .

**Ray Armstrong**, superintendent for 32 years at Goldsboro, N.C.

**Walter R. Dunwiddie**, superintendent at Port Washington, Wis., after 33 years there.

**C. A. Stilts**, superintendent of Valley Local School District, Buffalo, Ohio, after 49 years in the education field.

**Ira H. Dodd**, assistant superintendent of Fulton County, Atlanta.

**Weldon R. Knox**, superintendent at New Milford, Conn.

**Earl H. Smith**, superintendent for 15 years at Edina, Mo.

#### Died . . .

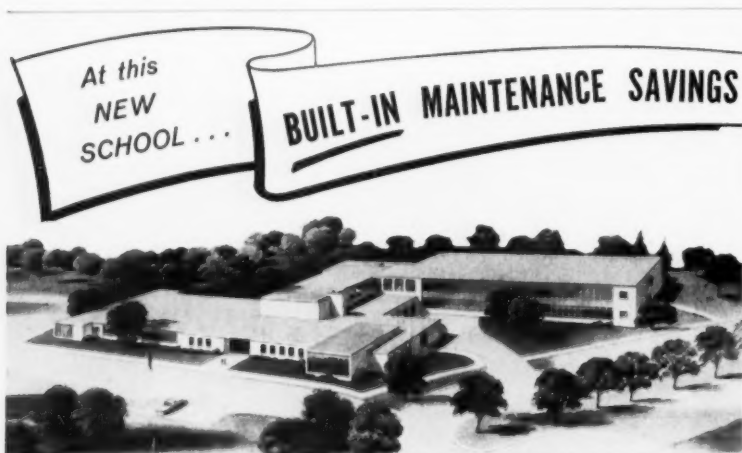
**Robert B. Browne**, 64, dean, extension division and summer session, University of Illinois. He also was faculty representative to the Western Conference.

**Frank M. Driggs**, 88, former superintendent for 40 years of the Utah State School for the Deaf and Blind in Ogden. He was president of the Utah Education Association in 1909.

**A. Smith Pond**, dean of the graduate school, Brigham Young University, and former president of the higher education section, Utah Education Association.

**Clarence K. Schultz**, 50, associate professor of education, University of West Virginia.

**Ira O. Shaffer**, 63, retired superintendent at Orangeville, Ill.



North End Elementary School, Bridgeport, Conn.  
Architect: J. Gerald Phelan, A.I.A.

## THANKS TO A SPENCER Vacuslot® System



Foresighted planning here has assured reduced maintenance costs. Dirt and litter collected with large dry mops is instantly whisked away through the piped system. No messy, time-consuming pickup. Mops are quickly and completely vacuum cleaned by passing back and forth across Vacuslot.

Sanitation is immensely improved, too, because dust and germs are carried away . . . cannot recirculate into the air.

A further cost-saving convenience of the Vacuslot system: numerous other maintenance applications, including . . .



**BOILER CLEANING**—Regular vacuum cleaning of tubes increases boiler efficiency . . . saves up to 20% on fuel costs.



**WATER PICKUP**—Quick, vacuum pick-up of scrub water (utilizing wet separator) speeds drying, eliminates waiting time between washing and waxing.



**VACUUM CLEANING**—Simply plug hose into round outlet provided in Vacuslot plate. Walls, ceilings, carpeted areas easily vacuum cleaned.



Request Bulletin 153D describing Vacuslot systems.

Also manufacturers of



portable vacuum cleaners.



**The SPENCER TURBINE COMPANY**  
HARTFORD 6, CONNECTICUT





From his desk, Dr. J. C. Witter, Superintendent of Schools, Caney, Kansas, is in instant two-way conversation with teachers.



Teacher saves steps; she answers calls from any point in room. Call from principal is announced by bright red privacy light. Teacher can also call principal.



Portable amplifier and loudspeakers provide P.A. facilities for the auditorium, gym and athletic field . . . including announcements to spectators.

**For schools with low-budget problems**

## Executone provides complete communications, classroom privacy

Caney, Kansas, schools get all the many features of expensive console sound systems with simplified, low-cost Executone intercom. This inexpensive, all-purpose system saves time and energy for teachers and principal, increases administrative efficiency. Schoolwide announcements can be made from the principal's desk. School programs, recorded music, speeches, special events, emergency dismissals, every form of sound system transmission can reach all school areas, as well as individual classrooms.

### You get these plus advantages with Executone:

- **Lower Cost**—Expensive console features now possible with new simplified wiring circuit.
- **Easy to Operate**—No complicated, confusing control panels.
- **Easily Installed** in existing schools. In new construction, additional savings possible on wiring.
- **Small Initial Investment**—Starting with intercom, schools can add sound system features as required.
- **Space Saving**—Principal's compact control station needs only small fraction of space required by console.

**More time for teaching!** Teachers like the system. It saves them steps, time and energy . . . so students benefit, too! Find out what Caney schools have learned . . . how Executone School Intercom can improve *your* school administration. Just send coupon for more information.

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### SCHOOL COMMUNICATION SYSTEMS

*Manufacturers of School-to-Home telephone equipment for shut-ins*

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415 Lexington Ave., New York 17, N. Y.

Without obligation please send:

- ☐ Complete details on Caney Schools' communication set-up
- ☐ Other free descriptive literature.
- ☐ Name of local representative.

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School \_\_\_\_\_

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City \_\_\_\_\_

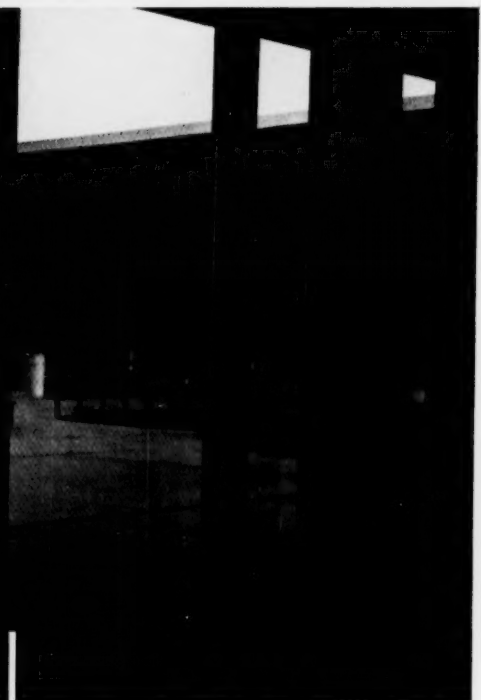
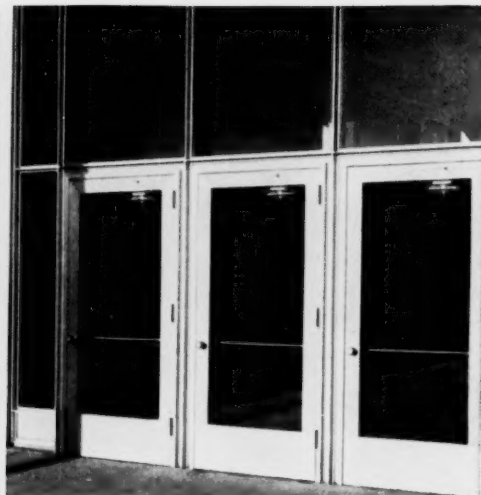
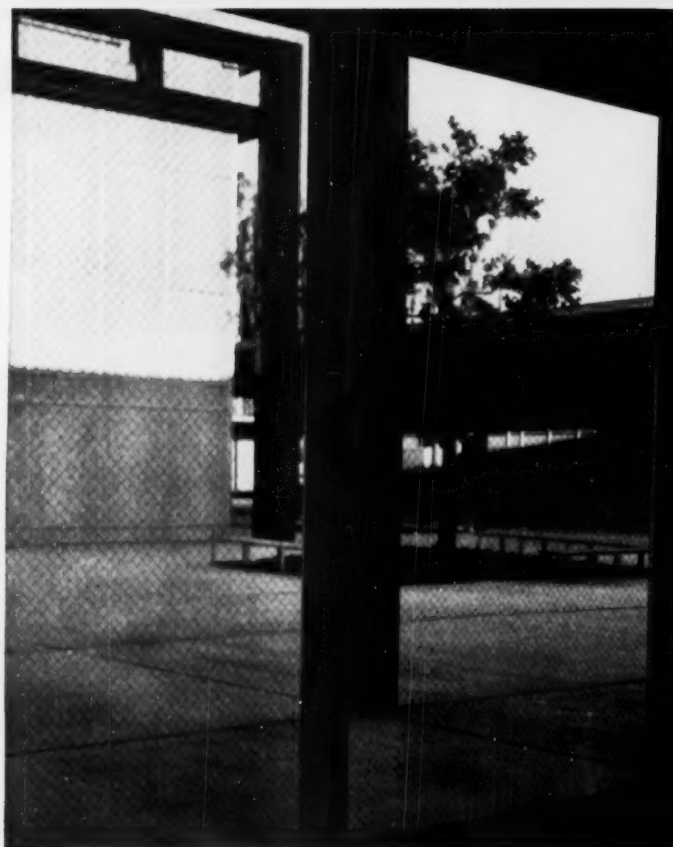
Zone \_\_\_\_\_

State \_\_\_\_\_

*In Canada—331 Bartlett Ave., Toronto*

*In the New Mills High School...*

## **MISCO WIRE GLASS COMBINES BEAUTY and PROTECTION**



The desirable combination of attractive appearance and fire safety are happily united in the new Mills High School, of the San Mateo Union High School District at Millbrae, California. Here 15,000 square feet of handsome Mississippi Polished Misco offer the proven protection of wire glass to help safeguard students and building against tragic and costly fire losses. A recognized fire retardant, Mississippi Wire Glass is the original solid wire glass upon which the Underwriters' standard was based in 1899... the standard today by which all others are judged. Don't bargain with safety. Give your school the protection that only wire glass affords. Specify Mississippi Wire Glass. Available in "see-through" or obscure patterns wherever quality glass is sold.

Architects: John Lyon Reid & Partners  
San Francisco, Calif.  
Partner-in-charge: Burton L. Rockwell, A.I.A.  
Glass and Glazing: San Francisco  
Glass Company

Write for  
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## **MISSISSIPPI GLASS COMPANY**

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WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the convenient Readers Service Form on page 139. Check the numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

### School-quip Furniture Is Functional and Economical

Dependable classroom furniture designed to fit educational budgets is offered in the School-quip line. The durable, functional furniture has a special leg de-



sign which provides extra stability and improved balance with rear-leg contour to protect walls from being damaged by the seat back. The furniture is light in weight and adaptable for any type of room arrangement. The heavy tubular steel frames, resistance welded for maximum strength, have a chipproof, mar-resistant finish. Seats and backs are of plywood with plastic surfaced desks. A variety of pieces is offered in the School-quip line. School-quip Div., Yard-Man, Inc., Jackson, Mich.

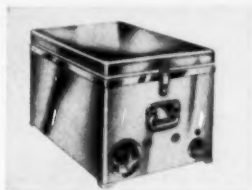
For more details circle #450 on mailing card

### Dick Spirit Masters Have Clear Plastic Coating

The metallic coating formerly used on A. B. Dick Spirit Masters is now replaced with a clear plastic, providing copies more intense in color with no sacrifice in length of runs. The new master units maintain the cleanliness of the metallic-coated sets while facilitating makeready for more efficient imprinting of spirit duplicating work. A. B. Dick Co., 5700 W. Touhy Ave., Chicago 31.

For more details circle #451 on mailing card

### Seco Tri-Veyor Keeps Food Hot or Cold



Piping hot foods or cold crisp salads may be served hours after their preparation when stored in the new Seco Tri-Veyors. For the storage of hot foods, units are pre-heated by plugging into standard outlets. Foods stored in the Seco-Ware pans in the Tri-Veyor after heating will hold hot foods up to four hours at approximately

the stored temperature. Cover plates for full and half size Seco-Ware pans are used when cold foods are to be stored and transported. Plate covers are prepared in the freezer to freeze the liquid which keeps the foods cold and crisp. The Tri-Veyor can also be used as a food warmer. It is easily handled for storage, transporting and serving, units can be stacked, and they hold a variety of Seco-Ware pans to fit the need. Seco Company, Inc., 4560 Gustine Ave., St. Louis 16, Mo.

For more details circle #452 on mailing card

### Mobile Insecticide Sprayer for Large or Small Areas

Fast control of insects is accomplished with the new Spacemaster West Mobile Insecticide Sprayer. Developed for large or small areas where compressed air is unavailable for fogging, the spray head of five "aerosol" nozzles dry fogs insecticide to control insects fast and effectively. It is a compact unit of light metal construction which is controlled by an automatic, one-

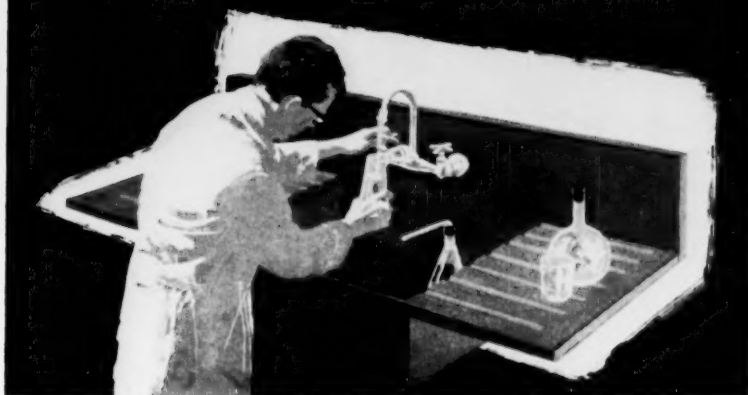
hour time clock. The newly patented "aerosol" nozzles produce a uniform dry fog of insecticide particles which, with a potent insecticide, can fog flying insects in 5000 cubic feet in one minute and crawling



insects in the same space in two minutes. The Spacemaster is readily moved up or down stairs, is easy to maintain and effective in operation. West Chemical Products, Inc., 42-16 West St., Long Island City 1, N.Y.

For more details circle #453 on mailing card  
(Continued on page 124)

## SPECIAL SIZE STONE SINKS



*made to your specifications  
at no extra cost*

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# MAKE STEPS SAFE!

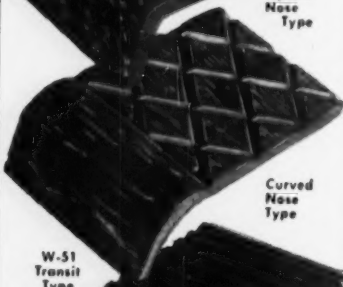
## MELFLEX Molded Rubber STEP TREADS

Give Lasting SAFETY  
with Colorful Beauty

In Marbleized  
Colors or  
Black



Square  
Nose  
Type



Curved  
Nose  
Type

W-51  
Transit  
Type



for  
Heavy Duty  
Outside Service

Rugged  
Durability,  
Quick Draining,  
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All-black treads for extra heavy duty service are 1/4" thick . . . Marbleized treads in green, blue, terra-cotta, brown, gray are 3/16" thick. Color is permanent regardless of wear. Can be matched with riser and landing coverings for decoration. Apply permanently with Melastic water-proof bonding cement to wood, concrete, metal, tile steps. Treads are supplied trimmed to fit your steps—no cutting or waste.

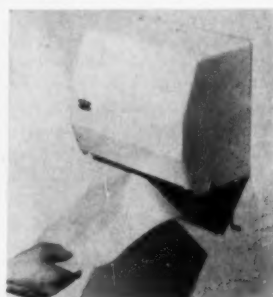
### MELFLEX PRODUCTS CO., Inc.

C 410 S. Broadway, Akron 8, Ohio  
Please send catalog and prices of Step  
Treads and other SAFETY products.

Name .....  
Firm .....  
Street .....  
City & State .....

### Paper Towel Waste Cut With Crank Cabinet

The Dri-Master, available for eight or ten-inch paper toweling, is a hand-op-



erated continuous crank cabinet designed to help conserve paper. The low-cost cabinet dispenses only 1 1/8-inches of toweling with each turn of the crank, thus discouraging the use of excessive toweling. The cutting edges are designed for safe, easy towel tear-off when ripping up, down or sideways. A special roll support assures jamproof operation. Maintenance is simplified with the Dri-Master which is available with either chrome or baked enamel finishes. Steiner Co., 740 N. Rush St., Chicago 11.

For more details circle #454 on mailing card

### Mashed Bananas Now Available in Cans

Pure mashed banana is now available in canned form. A unique new aseptic process makes possible the preservation and standardization of the ripe banana flavor in this 100 per cent pure banana product. Made from choice bananas which are ripened and aseptically processed, Chiquita brand Mashed Bananas are available in bulk packs for institutional cooking. American Home Foods, 22 E. 40th St., New York 16.

For more details circle #455 on mailing card

### Holoflux Recessed Fixtures Are Economical and Attractive



The simple, streamlined design of the new recessed Holoflux series No. 6400 lighting units adapts it to any contemporary classroom or corridor. Available in two styles, the new unit combines economy with outstanding performance, appearance and comfort. One unit employs a "Prism-Border," a new lighting concept of a lens with a shallow dropped edge that projects light on the ceiling. The other new unit features a flat Controlens for unbroken ceiling surfaces. Both units allow for installation of continuous luminous runs with no visible metal parts. Holophane Co., Inc., 342 Madison Ave., New York 17.

For more details circle #456 on mailing card  
(Continued on page 126)

## Keep Sickening Exhaust Gases Out Of Your School Shop



NATIONAL Systems remove poisonous carbon monoxide gas right at the source . . . the exhaust pipe . . . and carry it to the outside without heat loss in your shop. No rearrangement of your present shop layout necessary. Choice of 6 overhead or underfloor systems, which can be engineered to each individual application using standard "packaged" kits, including motor, blower, ducting, flexible tubing, etc., ready to install. Tell your architect or write for literature.

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OF GARAGE VENTILATION, INC.

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The piano that exceeds Dr. Elwyn Carter's original specifications, now finer and handsomer than ever! Features of the new style 11 include exclusive locking top, locking fall-board over keys. Priced with the lowest. Mail coupon for specifications, finishes, prices and listing of hundreds of prominent school, college and church users.



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*the more* **WOOD** *in the school*  
*... the better environment for learning*

Recognized by educators and architects . . . proved by teachers and pupils . . . is the fact that friendly, compatible surroundings are important to the learning process. Only *wood* has this natural friendliness and compatibility . . . to give schools the most helpful, harmonious environment for learning.

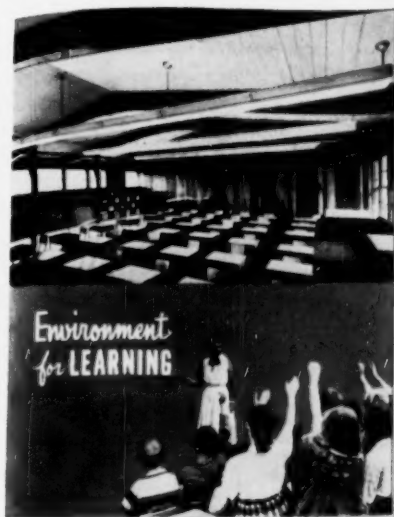
In structural beams and posts . . . exterior siding and trim . . . interior paneling, flooring and cabinetwork . . . wood contributes handsomely to the value of a school, both as an educational institution and as a visual source of community pride. And you build *more* school per tax dollar when you build with wood.

NATIONAL LUMBER MANUFACTURERS ASSOCIATION  
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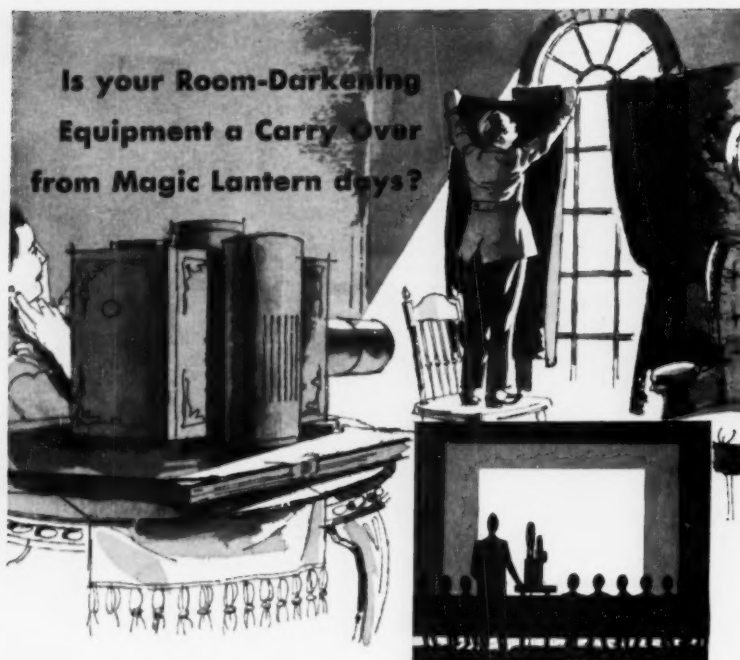


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**wood**



This informative new booklet, "Environment for Learning," contains comprehensive data on the use of wood in schools. For your free copy (or copies), write to NLMA at the address shown.



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The Beautiful Dura-Decor "family of fabrics" provides proper opacity, requires no maintenance

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Write for illustrated catalog and swatches of the DURA-DECOR "family of fabrics"...and for the name and address of the Major Decorating Studio nearest you qualified to fabricate and install DURA-DECOR Fabrics. Write Dept. 342

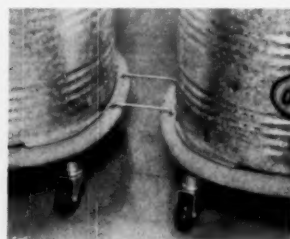


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DURA-DECOR Fabrics are used for Stage Curtains • Cycloramas • Window Drapes • Curtains for Wardrobe Openings • Protection Curtains • Room Dividers • A-V Room-Darkening Curtains • Reversible Cycloramas • Gym Floor Protection Covers

### "Convertible" Mopping Bucket Serves Alone or as Twin

Designed to serve by itself or as a twin-tank unit for larger areas or jobs requiring



two different solutions, the Geerpres "Convertible" mopping bucket has two small electroplated steel wire hooks and grommets in the encircling rubber bumper. Each bucket may be used singly but a twin-tank unit is formed by merely hooking two buckets together. The bucket stacks easily for minimum storage space when not in use and is a versatile, quiet mopping unit, available in two sizes. Geerpres Wringer, Inc., P. O. Box 658, Muskegon, Mich.

For more details circle #457 on mailing card

### Hydro-Pressed Art Crayons Require No "Fixatizing"

Prang Color Classics are hydro-pressed art crayons now available in the square shape which require no "fixatizing." The square point or flat side permit a variety of dramatic effects quickly and easily with minimum effort and the new crayons are formed to be firm and long lasting. The American Crayon Co., Sandusky, Ohio.

For more details circle #458 on mailing card

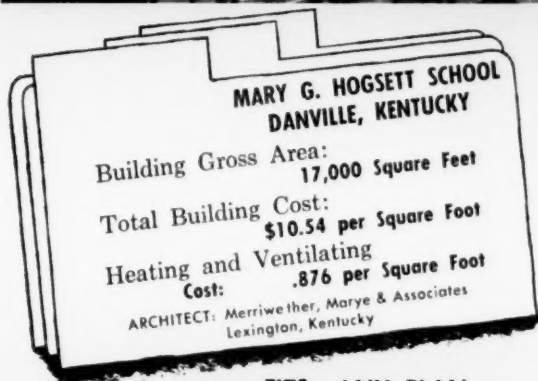
### Automatic Vegetable Cooker Has Freezer Base



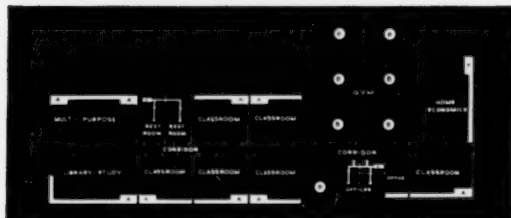
A freezer base where packages of frozen vegetables can be stored, ready for immediate use, is incorporated into Models No. 300-F and 350-F Flex-Seal Speed Cookers. With vegetables in the freezer base, it is a simple matter to serve them freshly cooked since the short, automatic cooking cycle of the Flex-Seal permits the frequent preparation of smaller quantities to ensure freshness and natural flavor. Units are of stainless steel construction and feature easy and safe operation. Vischer Products Co., 2815 W. Roscoe St., Chicago 18.

For more details circle #459 on mailing card  
(Continued on page 128)

# Norman Classroom-Packaged System HEATS AND VENTILATES with TRIPLE Economy



## FITS ANY PLAN



Versatile Norman Schoolroom Heating and Ventilating Systems answer the needs of classrooms large or small. 85,000 or 100,000 BTU/hr inputs are available. Util-i-Duct Bookshelf Sections add work surface and storage space; then Wall-i-Duct Sections save room space.

**Norman®**  
PRODUCTS COMPANY



## ECONOMY OF INSTALLATION

Pre-wired, partially assembled Norman Heating and Ventilating Systems are quickly installed room by room. In new schools, like the Mary G. Hogsett school, Norman Systems eliminate expensive boiler rooms, chimneys and tunnels. The \$0.876 figure is typical of the low installation costs being realized across the nation. Norman economy grows with the school . . . individual classroom systems are added as required without costly revamping of central system.

## ECONOMY OF OPERATION

Norman Schoolroom Heating and Ventilating System:

- Maintains uniform temperature without wasting fuel
- Supplies heat only when needed . . . ventilates automatically
- Each classroom's comfort needs are answered accurately, independently of other rooms.

## ECONOMY OF MAINTENANCE

Long trouble-free service is assured by sturdy construction, finest materials and latest A.G.A. approved controls — standard to the industry.

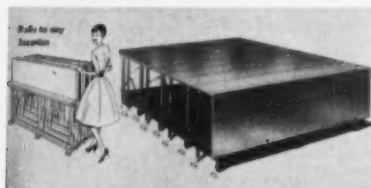
NORMAN PRODUCTS CO.  
1162 Chesapeake Ave., Columbus 12, Ohio

We want to learn more about Norman Products for School Comfort. Please send complete information to:

NAME \_\_\_\_\_  
COMPANY NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ ZONE \_\_\_\_\_ STATE \_\_\_\_\_

See Sweet's Arch. File 30h/No, American Sch. and Univ. Annual C-1/No

### Portable Folding Stage Has Extra Floor Supports



Floor supports at every joint in the stage floor are built into the new Schieber portable folding stage. The extra supporting legs assure complete stability of the stage when in use. Five hundred pound pull test expansion type anchors are used to secure the understructure to the stage floor with

no protrusions on the level floor. The stage can be easily rolled into position, is readily folded and unfolded, and occupies minimum space in storage. Schieber Mfg. Co., Beech Rd. Station, Detroit 39, Mich.

For more details circle #460 on mailing card

### Booster Water Heater for Door-Type Dishwashers

Thorough sanitation and faster drying of dishes in door-type dishwashers is facilitated with the new Chromalox Electric Booster Water Heaters which raise the rinse water temperature from 140 to 180 degrees F. The heater is designed to meet the National Sanitation Foundation's standard and is only 9 1/4 inches in diameter and 28 inches high. It may be mounted

vertically or horizontally on the floor, wall or ceiling. Heaters are available to match any work load up to 60 racks of dishes per hour. All models are available with either all copper-faced water-way interiors or hot-dip galvanized steel. The Edwin L. Wiegand Co., 7500 Thomas Blvd., Pittsburgh 8, Pa.

For more details circle #461 on mailing card

### Stacking Chair in Irwin 3/R Line

Tapered, swaged legs rigidly braced with a welded stacking bar and heavy rubber bumper to eliminate metal to metal or



metal to wood contact when stacked are features of the new Irwin 3/R stacking chair. The nylon glide used on the chair legs protects floors against wear and marking, thus minimizing maintenance problems. Seats and rails of the new stacking chair are specially designed and produced for correct posture with student comfort. The tubular steel frame gives lifetime, rugged support, the chairs are easy to handle and all metal surfaces have a mar-resistant, bonderized finish in a choice of pastel shades. Irwin Seating Co., Grand Rapids, Mich.

For more details circle #462 on mailing card

## FABRI-FORM school trays...



... your  
**LOW COST**  
answer  
to classroom  
storage problems!

Schools everywhere are solving their classroom storage problems *economically* with Fabri-Form school trays. These trays store student's materials **INDIVIDUALLY** in home economics, kindergarten, science and chemical labs, art or work-shops, and have many other miscellaneous school storage uses.

Our sturdy plastic trays solve your existing storage problems *immediately*—yet are easily adaptable for later incorporation into a more elaborate storage system. Available in six sizes, all with individual label holders. Architects—write us for complete information!



- Made of sturdy high-impact plastic, with high gloss finish — **UNBREAKABLE** in normal use
- Smooth surface resists soiling — easily cleaned
- Lightweight and easy to handle — even by small children
- Six sizes with label holders
- Beautiful pale tan, grey or green colors

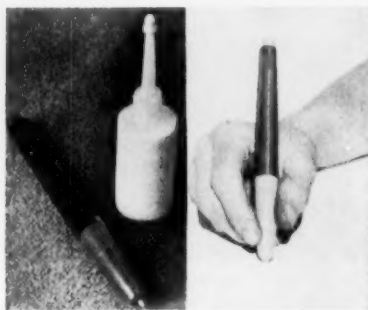
**WRITE FOR  
DETAILS  
TODAY!**



**The FABRI-FORM Company, BYESVILLE 1, OHIO**

### Paste Jobs Quickly Done With Presto-Paster Pen

A convenient, efficient pasting method is available in the new Presto-Paster. It is a



lightweight and easily handled plastic pen which dispenses rubber paste instead of ink, making pasting jobs clean and quick. The Presto-Paster is filled like a pen. Years of research went into the development of the special paste and of the design of the pen dispenser. They can be used by pupils and teachers alike as the durable plastic construction makes them foolproof and practically indestructible. The special paste does not dry out in the pen. **Distributors East, 625 W. 140th St., New York 31.**

For more details circle #463 on mailing card  
(Continued on page 130)





## Schools buying 50% more Royal Electrics in 1959\*

AND HERE ARE SOME OF THE REASONS WHY...

Greater reliability—Royal Electrics are engineered to stand up under hard daily use by many classrooms of students—the most important requirement of schools.

Useful, functional features exclusive with Royal—such as Magic® Margin, Twin-Pak® Ribbon and Touch Control®—make typing easier to teach and easier to learn.

For more details or for a free demonstration and trial, call your nearby Royal Representative.

**ROYAL®** *electric*

Product of Royal McBee Corporation,  
World's Largest Manufacturer of Typewriters.

\*First 6 months 1959 compared with last 6 months 1958

THERE ARE MORE ROYAL TYPEWRITERS IN SCHOOL AND OFFICE USE THAN ANY OTHER MAKE.

# BOGEN

*the sound way  
to better schools*

## HOW TO INCREASE LEARNING AND SAFETY IN YOUR SCHOOL ... economically

Leading educators and administrators agree that adequate sound facilities are of great importance to the modern school. A centralized sound system helps teachers stimulate student interest in music, civics and current events, while it provides administrators with an efficient way to communicate with classrooms.

But standard control consoles, which offer a wide range of optional features, may exceed your school's needs and budget. Now, with the new Bogen *economy console*, you can give your school a basic centralized sound control that can receive and broadcast radio programs, student-acted plays and recordings and also transmit a spoken message to 75 rooms, individually or at once.



*New Bogen  
Economy  
Console*

With its built-in sensitive radio, high-fidelity record player and individually controllable microphone inputs, the new Bogen economy console provides the versatility and control you'd expect to find only in consoles costing much more. Best of all, when you specify Bogen you're assured of quality and reliability that only sound specialists with over 25 years of experience can supply. Bogen also provides qualified engineering advice to help you plan and estimate the installation of your sound system.

Give your school an educational and safety advantage it can't afford to be without. Write today for free descriptive literature on the new economy console. Also ask for information on the new Vandal Alarm System—the sound way to protect your school.

### MAIL COUPON NOW!

BOGEN-PRESTO CO., PARAMUS, N. J.  
A Division of the Siegler Corporation

Please send me free literature.

Name and Title \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ NS-8

### Sjostrom Library Table Has Vicon Plastic Top

A new library table with a wrap-around top of Vicon vinyl plastic surface material



is now available in the Sjostrom "New-Life" Library Furniture line. Vicon, a new vinyl plastic which provides a tough, resilient writing surface and resists shock and abrasion, wraps tight around the table edges for attractive appearance and long wear. Vicon is easily cleaned and does not produce glare, even in intense light. The new "Wrap-Around" Tables are available in triangular shape for versatile groupings, or in rectangular form. John E. Sjostrom Co., Inc., 1717 N. Tenth St., Philadelphia 22, Pa.

For more details circle #464 on mailing card

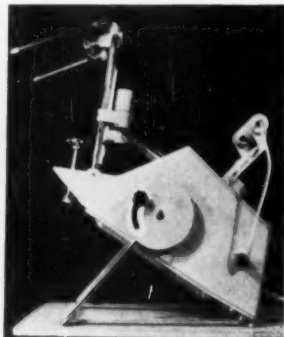
### BrilliantVu Spray Brightens Etched-Glass Slides

The contrast of lines and colors on hand-made etched-glass lantern slides can be greatly heightened with the new Keystone BrilliantVu spray. When sprayed on the gray background, handwork is completely cleared up and the projection and colors are as brilliant as drawings on clear glass. Keystone Solvent easily removes the coating for re-use of the etched glass. Keystone View Co., Meadville, Pa.

For more details circle #465 on mailing card

### The Reading Eye Measures Reading Skill

A practical means for measuring the level of the fundamental reading skill of



pupils is available in the eye-movement camera known as the Reading Eye. Eye movements during reading are relatively involuntary, thus revealing valuable information regarding the overall efficiency and organization of the reader. With the Reading Eye camera, an individual reads a test selection appropriate for his level of reading achievement and the resulting filmed record is analyzed to discover the

### Change Message in Minutes



Large Aluminum letters slip into place quickly and easily. Ideal for Schools. Sturdy Aluminum construction guaranteed for 20 years. Rustproof and weather-resistant. Choice of 8 (baked enamel) color combinations: of border, background and letters. Comes completely assembled with 150 letters and numbers filed and indexed alphabetically in metal file box. Sizes from 6 foot by 45 inches up, low as \$159.50 complete, f.o.b. factory.

Free full color brochure upon request.

**BERLOC MANUFACTURING CO.**

13623 S. Crenshaw Blvd., Hawthorne 1, Calif.

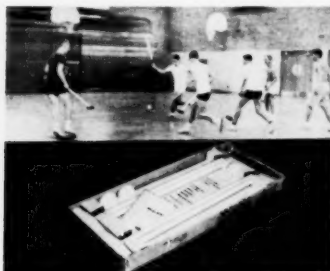
DEALERS INQUIRE.

individual reading problem. The new camera can be used by the teacher of reading as well as the vision specialist. Educational Developmental Laboratories, 75 Prospect St., Huntington, N.Y.

For more details circle #466 on mailing card

### Polyethylene Mallet Set Provides Safe Action Games

Lightweight, resilient polyethylene is used to make the new Safe-T-Mallet which permits a wide variety of action games to be played without injuries. The mallets, made for use with the Cosom Little Fun Ball which has circular surface holes that

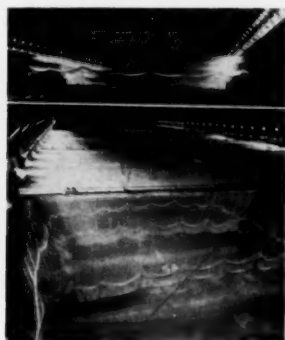


limit its flight in confined play areas, can be used as field hockey sticks and for other competitive games. Mallets are supplied in two colors, red and yellow, to identify teams, and special kits or packs are available for organized group play. Four Safe-T-Mallets, one Little Fun Ball, four polyethylene dome-shaped goal markers and a folder giving rules for seven games comprise a set. Cosom Industries, Inc., 6012 Wayzata Blvd., Minneapolis 16, Minn.

For more details circle #467 on mailing card

### Combination Practice Net Confines Play Area

All play is confined within a completely enclosed area when the combination prac-



tice net is used for baseball or golf practice. The net is 120 by 120 feet, 50 feet high, permitting baseball or golf practice in the gymnasium or other areas, without danger of damage. The net can be raised completely out of the way up to the roof when not in use, leaving the floor unencumbered. An automatic remote control station operates the net, lifting it up or down in one minute. **Berlin Chapman Co. Div. of Consolidated Foundries & Mfg. Corp., Berlin, Wis.**

For more details circle #468 on mailing card

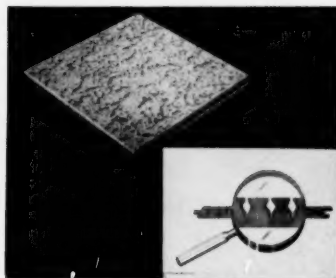
### Attractive Colors in SlatSteel Chalkboard

Brown, gray, blue, black and a choice of two new shades of green are now available in SlatSteel chalkboard. The new colors are now standard on the lightweight but tough, magnetic chalkboard with superior writing surface and durability. It does not chip or crack, is easily handled and cleaned, and is available with a choice of two types of anodized aluminum trim and chalk trough. **Beckley-Cardy Co., 1900 N. Narragansett Ave., Chicago 39.**

For more details circle #469 on mailing card

### Acoustical Ceiling Tile Has Fissured Stone Design

Nu-Wood (R) Micro-Perf is the name given to a new acoustical ceiling tile with



a fissured stone effect. Pin-point perforations flare into bell-shaped cavities beneath the surface for effective sound reducing efficiency but the fissured design makes the small holes unnoticeable. The new design is available in gray or beige on a non-glare white tile surface. **Wood Conversion Co., First National Bank Bldg., St. Paul 1, Minn.**

For more details circle #470 on mailing card

(Continued on page 132)

## HOW TO WATCH WITHOUT BEING SEEN

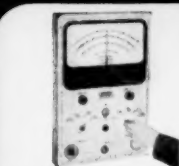


Behind this "see-thru" mirror, student teachers can observe classes in action without being seen. For information on **Mirropane®**, call your L·O·F Glass Distributor or Dealer (listed under "Glass" in the Yellow Pages). Or write to Dept. LM-989.

**MIRROPANE LIBBEY-OWENS-FORD GLASS CO.**  
608 Madison Avenue • Toledo 3, Ohio

## YOU TEACH ELECTRONICS EASIER, FASTER

### WITH **EICO** KITS & INSTRUMENTS



**EXCLUSIVE VISUAL TRAINING AID!**  
Vacuum Tube Voltmeter  
DYNAMIC DEMONSTRATOR  
ONLY \$10.00

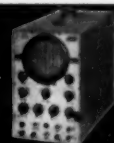
Simulates EICO #221 VTVM in all its functions and ranges. Helps you teach the use and reading of the VTVM with giant 13" meter scale. 14 3/4" wide x 23" high x 3 1/2" deep. Easily viewed by the complete class. Punched holes for easy hanging. Steel cabinet, aluminum panel.

**EICO KITS** are top-quality professional TV/radio/electronic test instruments, hi-fi components & amateur radio gear — embody latest performance-proven design and circuitry. Complete with all parts, pre-punched chassis, deep-etched aluminum panel, rugged steel case — plus pictorial diagrams; schematics; data on color codes, soldering, tools. "Beginner-Tested" step-by-step instructions help the student learn by "doing it himself" — quicken his familiarity with the construction, operation and maintenance of electronic equipment. Used by leading vocational schools, colleges & universities throughout the U.S. and the world. Over 1 million sold to date. **LIFETIME** service & calibration guarantee at nominal cost.

**FREE** **ELECTRONICS WALL CHART** of official IRE-EIA symbols, conversion tables, other reference data. Ideal for classroom instruction.  
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Please send free Wall-Chart, catalog & name of neighborhood supplier.

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VTVM #221  
KIT \$25.95  
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VTVM #221  
KIT \$25.95  
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RF Signal  
Generator #320  
KIT \$19.95  
WIRED \$29.95



1000 Ohm/ volt  
VOM #536  
KIT \$12.95  
WIRED \$14.95

### Plug-In Components for Language Laboratories



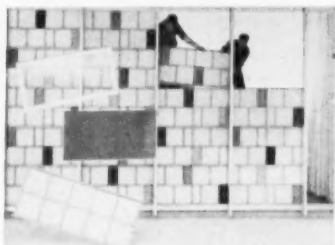
Portable or fixed installation language laboratories can be assembled with the new line of simple, plug-in components developed by Califone. Single-track and dual-track recorders, master consoles, booth units, audio-active systems, and other items permit full flexibility in arrangements to suit individual requirements. Ruggedly constructed for hard usage, all components in the language laboratory line are manufactured specifically for the educational field and engineered to meet all language laboratory requirements, according to the report. **Califone Corp., 1041 N. Sycamore, Hollywood 38, Calif.**

For more details circle #471 on mailing card

### Attractive Colors Now in Thinlite Curtain Walls

The Thinlite Curtain Wall System now offers two new rectangular glass tile shapes and eight ceramic, fired-on-colors for interesting and attractive wall construction. The modular panels in the system are two inches

thick, providing both an inside and outside finished wall, with extruded aluminum inter-locking perimeters secured to struts by a simple bolt-assembly. Horizontal and vertical rectangular shapes supplement the square shape originally developed. In addition to the three basic panel tints, new ceramic colors include Chinese red, golden yellow, indigo, bronze, turquoise green, peacock blue, charcoal gray and ebony,



permitting a wide choice in planning. The Thinlite System permits speedy erection of buildings with completely finished interior and exterior walls. **Owens-Illinois, Toledo 1, Ohio.**

For more details circle #472 on mailing card

### 16mm Film Projector for Closed Circuit TV

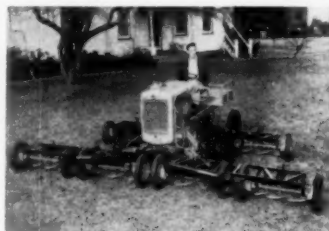
Moderate cost with high quality picture and sound reproduction are features of the compact, easy-to-operate 16mm RCA TP-400 film projector for closed circuit television systems. It can be used in systems employing any of a number of vidicon

cameras, either by direct projection into the camera or via multiplexer. A vernier focus adjustment on the lens produces pictures of uniform illumination and sharp focus. A switch for either local or remote control of the projector increases the versatility of the unit in programming applications. **Radio Corporation of America, 30 Rockefeller Plaza, New York 20.**

For more details circle #473 on mailing card

### Worthington Mowing Tractor Has Variable Cutting Capacity

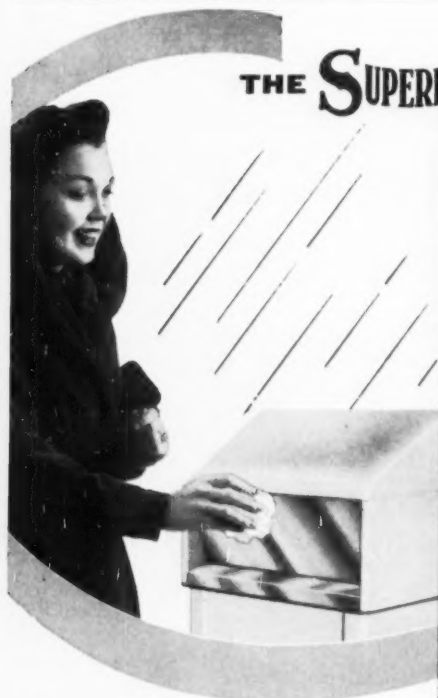
The Gang mower control on the new Model "F" Worthington Tractor Mowing Equipment offers variable cutting capacity. Known as the "Wing Lift," the new unit provides a lifting mechanism to raise and lower a five-gang unit. The control per-



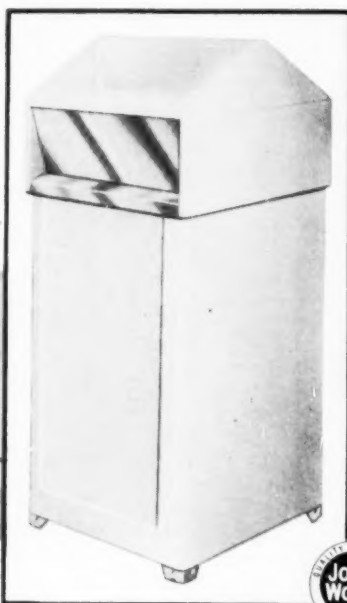
mits the cutting swath to be varied from the basic three-gang to the full seven-gang unit. All cutting units are mounted ahead of the power wheels to eliminate streaks. **Worthington Mower Co., N. Second St., Stroudsburg, Pa.**

For more details circle #474 on mailing card

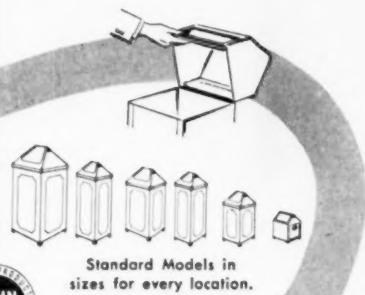
(Continued on page 134)



## THE SUPERIOR WAY to invite cleanliness and cut clean-up costs



Exclusive new top with two full-width independently operating flaps that swing in and keep rain out. Give faster, safer waste disposal. Hinged top folds back for easier emptying — interchangeable with existing tops. Available with stainless steel or painted flaps in choice of colors. Stainless steel legs give longer life. Sturdily built. Low cost.



Standard Models in sizes for every location.

**JOHN WOOD COMPANY**  
Superior Metalware Division • St. Paul, Minn.

Superior Manufactures Wire Crates For Paper And Glass Bottles • Milk Cans • Cream Cans • Hooded And Open Pails • Strainers • Other Metalware For The Dairy Industry And Solar-Superior Waste Receptacles.



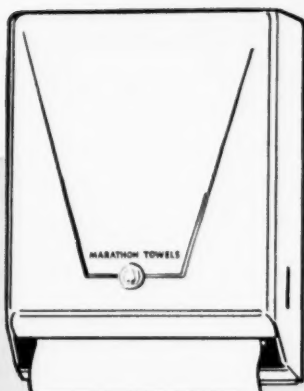


# 1

## PAPER TOWEL WILL DO THE JOB...

IF IT'S MARATHON!

One paper towel is all you need to dry hands thoroughly. One package dries 500 hands. Marathon towels are made from finest quality Southern pulp at the new Naheola mill. In a variety of sizes and styles, Marathon towels absorb instantly and completely. Your Marathon paper merchant is the exclusive distributor of Marathon paper products.



### MARATHON

A Division of American Can Company  
MENASHA, WISCONSIN



Single, Multi or C-fold towels, bleached or unbleached. Service Roll or Dorsette Facial Grade Tissue. Dispensers.

SIMPLE OPERATION . . . LOW COST MAINTENANCE!

*Montgomery*

SYNCHRONOUS

### PROGRAM CLOCKS

These two factors, in city after city, are dictating the replacement of complex, elaborate, high maintenance systems with dependable Montgomery Synchronous Program Clocks. Investigate! Ask your school supply dealer or write for details.

#### ONE AND TWO CIRCUIT

Activates 1 or 2 circuits on pre-arranged schedules, 12 or 24 hour models. Signals from 2 to 25 seconds duration. Automatic calendar switch. Set by turning clock hands; perfect synchronization. Push buttons do not disturb automatic operation. Easily installed.



#### NEW! MULTI-CIRCUIT

Operates up to 5 separate schedules on 1 to 5 groups of signals, 12 or 24 hour models. Signals from 2 to 25 seconds duration. Calendar switch regulates operation. Program mechanism and clock movements perfectly synchronized; set simply by turning clock hands. Push buttons do not disturb automatic operation.

MONTGOMERY MFG. CO.  
OWENSVILLE, INDIANA

### EQUIPMENT FOR ALL VOCATIONAL AND COMMERCIAL DEPARTMENTS

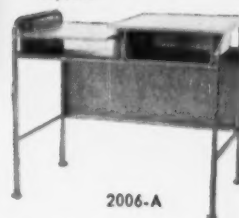
H  
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R  
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AC-460

AC-460 The deluxe of drawing tables. Large 24" x 24" adjustable drawing surface (larger available). Equipped with built-in board storage for 6 boards 20" x 28" and built-in taboret with 6 drawers with individual locks and keys and master key.

C-1624 Stool. Designed for all vocational departments, Drafting, biology, chemistry, art, shops, etc. Full 8" adjustment—cast iron base with round steel or wood seat. Back available.



2006-A

2006-A adjustable typing stand. After individual is properly seated by Harco adjustable chair, typewriter platform can be adjusted to correct relation between individual and typewriter. Provides proper posture and typing efficiency.



Over 25 models of completely adjustable chairs and stools. Full 7" height adjustment. Write for catalog and price list of complete line.

WRITE FOR FREE 30 DAY NO OBLIGATION TRIAL BASIS AND QUANTITY PRICE LIST OF COMPLETE LINE.

GARRETT TUBULAR PRODUCTS, INC.  
P.O. BOX 237 GARRETT, INDIANA

## Literature and Services

• "Super Precision Cleaning for School-rooms" is discussed in a brochure prepared especially for school executives and custodians by The National Super Service Co., 1945 N. 12th St., Toledo 2, Ohio. The brochure shows by diagram and instruction how a 30 by 40-foot classroom floor, with 42 desks and other equipment, can be thoroughly suction cleaned in seven minutes. The specialized, compact Super Model M suction cleaner with special floor tool used to develop the method for this unusually speedy cleaning is a small unit with high pick-up and unusual maneuverability can also be used with extension tubes and tools for cleaning wall, ceiling and lighting fixtures.

For more details circle #475 on mailing card

• Bulletin 675-A1 on the "Packaged Liquid Chiller for Schools" is available from Herman Nelson Div., American Air Filter Co., Inc., Louisville, Ky. It describes and illustrates a complete factory-assembled unit designed for school air conditioning. Capacities, pressure drop data, construction features, dimensions and application data are included.

For more details circle #476 on mailing card

• Foamglas insulation and its many uses are described in the new 20-page Booklet No. FB-105, published by Pittsburgh Corning Corp., One Gateway Center, Pittsburgh 22, Pa. Drawings and specifications for the varied applications of Foamglas as well as technical data and computing charts are included.

For more details circle #477 on mailing card

• The 1959 catalog of "Insulrock multi-purpose, non-combustible building slabs" published by the Insulrock Div., Flintkote Co., East Rutherford, N.J. contains installation drawings, details and specifications on the various types and sizes of Insulrock roof decks.

For more details circle #478 on mailing card

• Ross Instantaneous Heaters, with exclusive, extra-large steam inlet area, are described in Bulletin 304-4K1. The illustrated bulletin, available from American Standard, Industrial Div., Detroit 32, Mich., contains tables, charts and piping diagrams which aid in selecting the proper unit for various requirements, and describes the principal features of the heaters.

For more details circle #479 on mailing card

• The Transcopy Star and Mercury, two new photocopy machines in the Remington Rand line are described in a booklet available from Remington Rand, Div. of Sperry Rand Corp., 315 Fourth Ave., New York 10. Folder P544 lists various benefits which can be derived from use of these machines.

For more details circle #480 on mailing card

• Complete electrical information on six models of Lab-Volt Power Stations for science labs and shops is given in a four-page bulletin published by Buck Engineering Co., Inc., Freehold, N.J. Typical science classroom layouts showing installations of Lab-Volts units are included.

For more details circle #481 on mailing card

• "A Handbook of Closed Circuit Television" is available from GiantView Television Network, 901 Livernois, Ferndale 20, Mich. The 12-page booklet offers complete guidance on planning closed circuit television programs and includes a breakdown of costs with descriptions and pictures of the latest projection equipment.

For more details circle #482 on mailing card

• New "Trouble Saver" Safety Ladders are the subject of Bulletin SL-1 recently released by The Patent Scaffolding Co., Inc., 38-21 Twelfth St., Long Island City 1, N.Y. Full descriptive information is presented on these ladders that combine the safety and strength of steel construction with the efficiency of a rolling unit. A table of sizes and dimensions is included.

For more details circle #483 on mailing card

• The Flexicore precast Concrete Floor and Roof System is described and illustrated by photographs and detail drawings in the 1959 catalog available from The Flexicore Co., Inc., 1932 E. Monument Ave., Dayton 1, Ohio.

For more details circle #484 on mailing card

• Catalog IIS-7 features "Apparatus, Supplies and Chemicals for educational laboratories in chemistry and biology." The 40-page booklet of secondary school science supplies is illustrated and describes hundreds of different types of apparatus, instruments and chemicals and is available from Will Corporation, Box 1050, Rochester 3, N.Y.

For more details circle #485 on mailing card

• The National Paint, Varnish and Lacquer Assn., 1500 Rhode Island Ave., N.W., Washington 5, D.C., offers a new booklet on "Painting New Plaster".

For more details circle #486 on mailing card  
(Continued on page 136)

## For School-Playgrounds

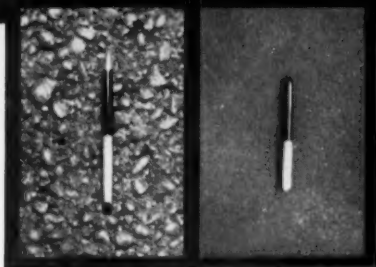


It's "Fun Unlimited" for the kids on Walk-Top surfaced playgrounds.

# WALK-TOP surfaces are real Life Savers\*

## Here's Why: WALK-TOP® Surfaces are:

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True Plane • Smooth Textured  
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Compare: smooth, Walk-Top with rough, "road type" pavement; then Choose the surface you want for your playground!

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\*By permission of Beech-Nut Life Savers, Inc., for candies



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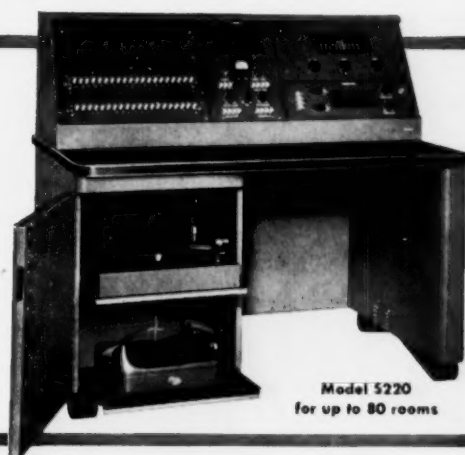
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The RAULAND S220 All-Facility Console provides the most modern aid for smooth administrative control of the entire school plant. This remarkable Dual Program Channel system performs every conceivable communications function: it distributes administrative information, radio broadcasts, recorded music, school entertainment, instruction — including instant 2-way intercommunication with all classrooms. Here is the last word in Central Control School Sound — designed and built to remain modern for years.



Model S220  
for up to 80 rooms

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School Sound

Other RAULAND Systems are available with capacity up to 160 classrooms. RAULAND Public Address equipment is also available for athletic field sound coverage.

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Same as above... mounted on floor stand with Chalk Board or Cork Board and off-the-floor rack for overshoes. Each unit 4' 2" in length.

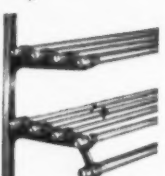
**Corkboard**  
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Tailored to fit any given open or closeted wall area. Smart in design and modern in "clear", "gold", "deep etched anodized finishes and combinations. Quality built—closed-end aluminum tubing, rigidly held in cast aluminum brackets that are adjustable for height in dove-tailed mounting extrusions. Brackets also adjustable to any desired centers.



Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.



Holds 72 coats and hats

Wheels is readily as a small service cart. The Vee-Pee rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counter-balanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella. Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. ... for wherever the "load" varies.

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• The eight-page 1959 catalog available from United Metal Cabinet Corp., 8 E. 36th St., New York 16, illustrates and describes the complete line of sanitary and maintenance products manufactured by United. Included are sections devoted to the uses of different units and charts designed to facilitate ordering correctly to meet specifications.

For more details circle #487 on mailing card

• An illustrated catalog featuring the entire line of the Metropolitan Wire Goods Corp., North Washington St., and George Ave., Wilkes-Barre, Pa. is now available. Included in the 32-page catalog are sections on Sani-Stack equipment, Erecta-Shelf, Immersion Baskets, Miscellaneous Baskets, Racks and Carriers and Custom Shelving.

For more details circle #488 on mailing card

• "The Human Factor in the Language Laboratory," published by Magnetic Recording Industries, 126 Fifth Ave., New York 11, and written by Dr. Myrtle B. McGraw, psychologist of Briarcliff College, reviews the history of teaching methods, the role of electronics in modern education and particularly in the teaching of languages, and the advantages to teacher and students.

For more details circle #489 on mailing card

• Specifications and general information on the K-17 floor machine are included in "The Kent K-17" booklet available from The Kent Co., Inc., Canal St., Rome, N.Y. Features such as the detachable solution tank and unbreakable gears as well as the availability of brushes and attachments are described.

For more details circle #490 on mailing card

• The complete line of locks, illustrated in full size, with keyed-alike-padlock numbers is described in the new 16-page catalog available from Junkunc-Bros.—American Lock Co., 1145 W. Garfield Blvd., Chicago 21.

For more details circle #491 on mailing card

• Complete specifications on the full line of Wincinator Commercial Incinerators are presented in a four-page folder released by Wincinator Incinerator Co., 932 Broadway, Bedford, Ohio. Both stationary and portable heavy-duty incinerators are illustrated and described and data is included on custom-built models with optional equipment for special needs.

For more details circle #492 on mailing card

• "New Craftsman Tools for 1959" are described and illustrated in a 52-page catalog available from Sears, Roebuck & Co., Dept. 609, Homan & Arthington Sts., Chicago 7. In addition to the new items, the full line of Craftsman Power Tools is pictured and described, with parts, accessories and prices.

For more details circle #493 on mailing card

• Descriptive information, including specifications, on Bancork Bulletin Boards and Banrite Chalk Boards is presented in an eight-page brochure available from Bangor Cork Co., Inc., Pen Argyl, Pa. Printed in two colors, the leaflet illustrates the equipment and line drawings show details of construction.

For more details circle #494 on mailing card

(Continued on page 138)

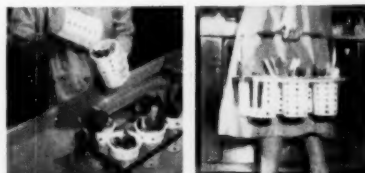
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• Some of the schools and colleges benefitting from the convenience and cost savings resulting from the installation of **Williams Reversible Windows** are listed in an eight-page catalog available from the Williams Pivot Sash Co., 1827 E. 37th St., Cleveland 14, Ohio. Descriptive information on the windows, available in wood or aluminum, and their method of operation for complete and easy window cleaning from the inside of a building, is presented in the catalog. Line drawings illustrate the mechanism and complete specifications are included.

For more details circle #495 on mailing card

#### Film Releases

**Chemistry FilmSet**, 18 sound motion pictures to teach basic units of the high school chemistry course. Seven of the films just released include "Acids, Bases and Salts," 21 min.; "The Colloidal State," 16 min.; "Hydrogen," 13½ min.; "Ionization," 18½ min.; "Nitric Acid Compounds and the Nitrogen Cycle," 18½ min.; "Nitrogen and Ammonia," 16 min., and "Solutions," 16 min., all sound, color or black and white. **Coronet Films**, 65 E. South Water St., Chicago 1.

For more details circle #496 on mailing card

"Man and the Moon," 20 min. 16mm Technicolor "Science-Factual" film for junior and senior high school, simulating a trip to the moon, with Dr. Werner von Braun. **Walt Disney Productions, Educational Film Div., Burbank, Calif.**

For more details circle #497 on mailing card

"Airplanes: How They Fly," "Mother Deer and Her Twins," "Elephant Baby," "Growing Up Day by Day," "Magna Carta," "Canada—The Prairie Provinces," 2nd ed., "Indonesia—New Nation of Asia," "Osmosis," and "How Nature Protects Animals," 2nd ed., all 16mm sound films, color or black and white. Two filmstrip series, "Cities of Europe," seven filmstrips, and "Lands of the Far East," five filmstrips, both in color. **Encyclopaedia Britannica Films**, 1150 Wilmette Ave., Wilmette, Ill.

For more details circle #498 on mailing card

"The Story of the Universe:" Unit I, "The Earth and Its Moons;" Unit II, "The Solar System;" Unit III, "The Stars," and Unit IV, "The Universe," series of 24 filmstrips in color for science courses at various levels. "The Man Without a Country," 20 min., sound, dramatized filmstrip in color. **Films For Education, Audio Lane, New Haven, Conn.**

For more details circle #499 on mailing card

"Living in the Soviet Union Today," series of seven filmstrips in color for social studies, covering "Housing and Home Life," "Schools and Pioneer Activities," "Agriculture," "Foods, Markets and Stores," "Transportation and Communication," "Four Cities" and "Natural Resources." **Society for Visual Education, Inc., 1345 W. Diversey Pkwy., Chicago 14.**

For more details circle #500 on mailing card

Shakespeare's "The Merchant of Venice," 52-frame filmstrip with teaching guide, prefaced by details of the Elizabethan playhouse. **United World Films, Inc., Educational Div., 1445 Park, New York 20.**

For more details circle #501 on mailing card

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